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THE NATIONAL PARENT-TEACHER is the only official magazine of the National Congress of Parents and Teachers which sponsors the parent-teacher movement in the United States of America, Hawaii, and Alaska. The objects of the Congress are:

CHILD WELFARE

To promote child welfare in the home, school, church, and community

PARENT EDUCATION

To raise the standards of home life

LEGISLATION

To secure adequate laws for the care and protection of children

HOME AND SCHOOL COOPERATION

To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of children

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CONCERNING CONTRIBUTORS

EVERY one should have a hobby. HUGH GRANT ROWELL, M.D., an educator and physician, has two. One is the circus. Another is old clocks. Dr. Rowell's associates understand that when he reports ill or merely fails to show up on any bright spring day, his absence is caused not by a grandfather who has passed beyond but by a white top which is within a fifty-mile radius. He has a nice collection of circusana and, what is more important, a model circus which has appeared under the banner of no less than the Ringlings, to say nothing of other auspices. Many important circus people are honorary members of the World's Smallest, the Greatest Little Show on Earth. His great ambition, like that of most circus fans, is a vacation with a big circus. These are some of the reasons why Dr. Rowell writes so enthusiastically on "The Circus Comes to Town."

In "Can a Girl's Best Friend Be Her Mother?" NEA COLTON, our youngest contributor, presents a clear, succinct analysis of such friendships, and why mothers sometimes fall short in this respect. Miss Colton tells us that she is the youngest of three girls, is "just starting," and is going in for writing.

HERMAN N. BUNDESEN, M.D., the author of "Getting the Most Out of Nature's Boom Days," will undoubtedly be known to many of our readers. He has been outstanding in medical circles for many years. He is now president of the Chicago Board of Health, senior surgeon in the United States Public Health Service, and honorary vice-president of the Child Conservation League of America. His books on prenatal care and care of the child have been of untold service to many parents.

"Your Second Spring" will cheer many mothers who have thought they were "getting too old." The author, ANNE FRANCES HODGKINS, came from the coast of Maine, of a long line of

seafaring people. She spent her childhood on the "tall ships," and even served on one voyage as an "able-bodied seaman," a feat of which she still boasts. Her hobbies are mountain climbing, camping, and golf; and physical education always has been her profession. As the national field secretary of the Women's Division of the National Amateur Athletic Federation she traveled throughout the



Anne Frances Hodgkins

United States promoting and organizing wholesome sports and recreation for girls and women. She is now employed as camp director and director of leisure-time activities for the Girls Service League of New York.

In "The Road to Dental Health," JAMES A. TOBEY, DR. P. H., points the way to building good teeth by providing early enough the right kinds of food. Dr. Tobey is author of a number of books on health, including *The Most Nearly Perfect Food, Milk—the Indispensable Food, Riders of the Plagues*. He is a former secretary of the Na-

tional Health Council and is now president of the Westchester Tuberculosis and Public Health Association.

SOPHIA YARNALL, the author of "Painless Family Motor Rides," seems to have solved the problem of how to keep active children happy and quiet when they are on automobile trips. The mother of two children, her suggestions are both helpful and timely.

A great many parents will welcome the answer to many of the usual questions with regard to children's rest and sleep in "To Have to Go to Bed . . ." by HAZEL S. SCHAUS of the Iowa Child Welfare Research Station.

According to ALBERT SCHWEIZER, much can be done about redecorating porches economically and successfully, as he shows in his article called "Pep Up That Porch." Mr. Schweizer is associate professor of architecture at New York University, an architect, and a popular lecturer on decorating.

As president of Boston University, DANIEL L. MARSH has given much thought to the subject of education and leisure-time activities. He gives our readers the benefit of his excellent advice on the subject in the editorial, "An Educational Use of Leisure."

CLARICE WADE, Publicity Secretary of the National Congress of Parents and Teachers, has been on the Congress staff since 1928. Beginning with this issue, she edits the department called "The P.T.A. at Work," which gives accounts of the activities and projects of Congress parent-teacher associations. She compiled and edited the *Publicity Manual*, is the editor of the *National Congress Bulletin*, and conducts a correspondence course in publicity methods for the Congress.

If You Are Interested In . . .

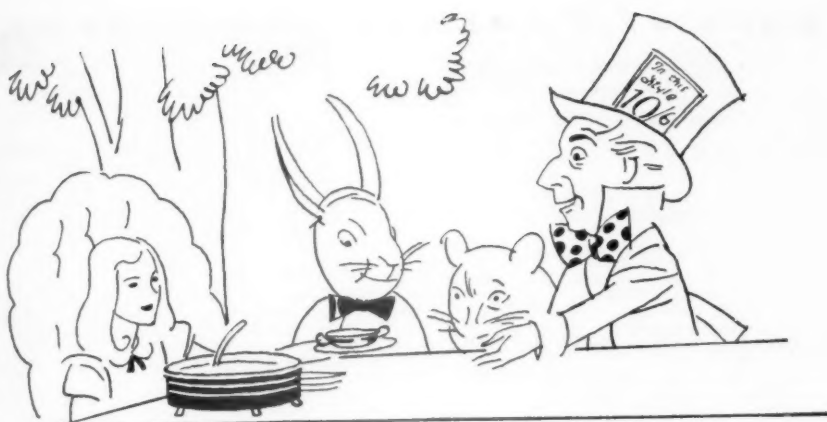
The Preschool Child, see pages 12, 17, 18, 20.

The Grade School Child, see pages 6, 18, 20, 41.

The High School Boy and Girl, see pages 6, 8, 16, 22, 24, 41.

Children of All Ages, see pages 10, 13, 15, 47.

P. T. A. Problems, see pages 5, 26, 41, 44, 46.



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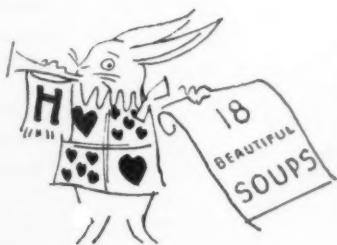
SOUP of the evening, beautiful soup!



If only Alice and the Mad Hatter and the Dormouse and the March Hare had had a tea-time tureenful of elegant Heinz Cream of Mushroom Soup, why perhaps the poor Mock Turtle would not have wept as he sang about Soup of the Evening, Beautiful Soup. We think Heinz rich and rugged Beef Broth with Vegetables would have restrained the Mad Hatter from many of his pointless remarks. We know the Dormouse would have kept himself awake as long as the Heinz Gumbo Creole lasted. And we are quite, quite sure that Alice would have grown up normally and nicely on Heinz Cream of impossibly-pleasing-Spinach Soup. For though parties go mad about Heinz fine home-style Soups, contrary-wise they act very properly, hoping to be invited back again. That is most important to remember. Let us, then, be grateful that for our parties there are these 18 Beautiful Soups of the Evening:



*"I say it's spinach,
and I like it."*



Bean Soup • Onion Soup • Consommé • Pepper Pot
Noodle Soup • Beef Broth • Gumbo Creole • Clam Chowder
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The President's Message



Whose Responsibility Is Crime?

AT the Attorney General's conference on crime, held in Washington during the winter, there were only two or three speakers who approached the subject from the standpoint of early environment and community influence, and the latter was rated the most important.

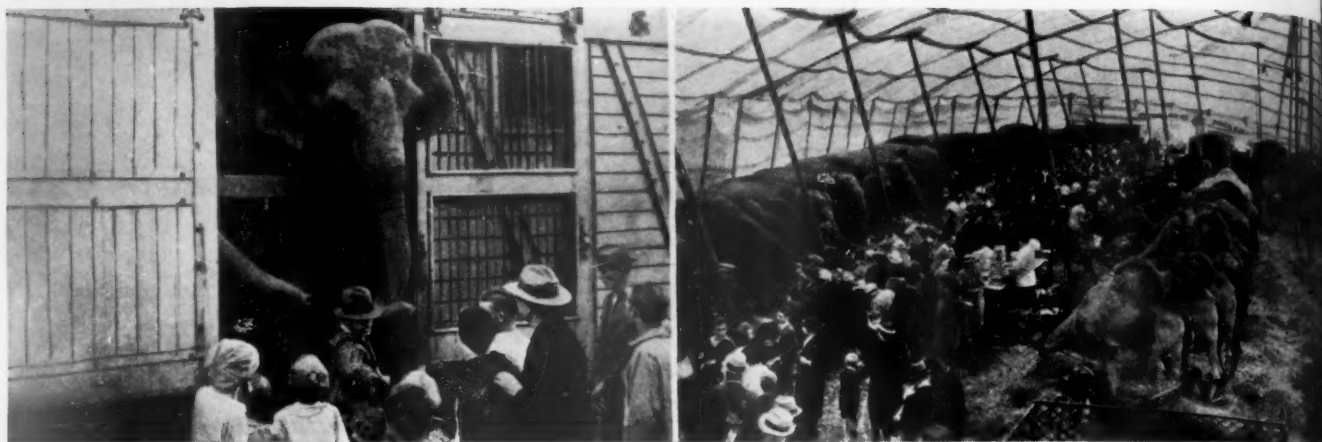
The community, however, is made up of homes and the earliest crime control lies in the home, the responsibility of the parents. Dr. Graham Taylor once told me that he was determined to prove that a family could be raised with spiritual success in spite of the neighborhood, which he and his wife proceeded to do when he established Chicago Commons. Their three children were brought up in what is called the slums, but so instilled with ideals of integrity, of good taste, and of spiritual values, that all of them are now carrying high the torch of education and social service that others may see thereby.

Certainly, if all the homes of a community, or even a majority of them, maintain an atmosphere of good will, honesty, and purity, the community will inevitably reflect these qualities. Crime could not flourish, though it might exist sporadically in such a neighborhood. The Shaw studies of neighborhoods, in respect to gang life, indicate that bad housing, lack of space for wholesome play, absence of character building organizations, like Boy Scouts, the Y. M. C. A., and organized play in supervised playgrounds, engender a gang spirit that soon becomes a school for crime.

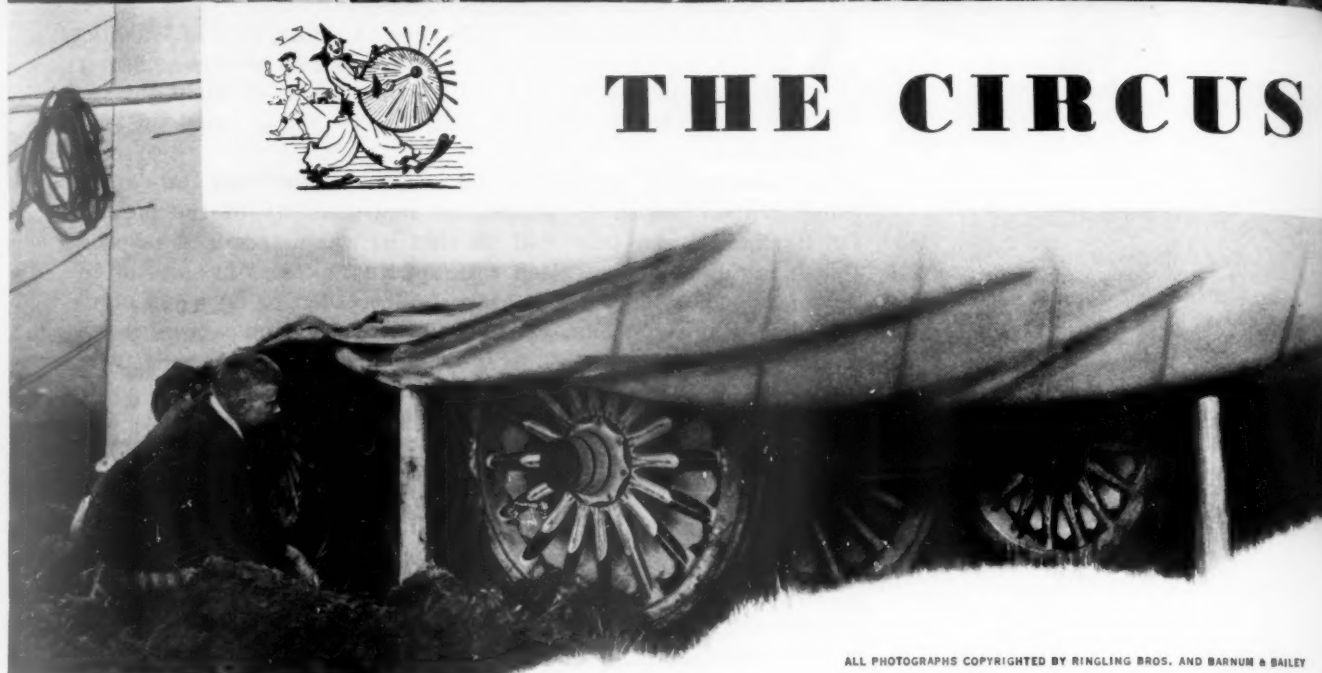
On the other hand, bad neighborhoods may be found in small towns, and a boy and girl who know no better influence will, sooner or later, drift to the large city simply to enlarge the horizon of their criminal experience.

After all, it is a home responsibility, and we should be able to prove that fathers and mothers working in a parent-teacher association, with its bond between the home and the school, can control crime at its source before it begins, when the child is most susceptible to influence. If we are not strong enough or wise enough to do for our families what Graham Taylor did for his, we should lose no time in taking our children into a better neighborhood, where we shall have the help of better neighbors.

President,
National Congress of Parents and Teachers.



THE CIRCUS



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CIRCUS! The outstanding American amusement. And if you ask any circus man or circus fan or just plain circus-goer, you will be told that a circus belongs to the "kids." The term *child* is omitted by mutual consent. Kids, in the true sense of the word, gambol merrily about pastures, have the grandest and most carefree time in the world; and the child, on circus day, is inclined to imitate his four-legged namesake in enough ways to justify adopting, for circus day only, a mutual name.

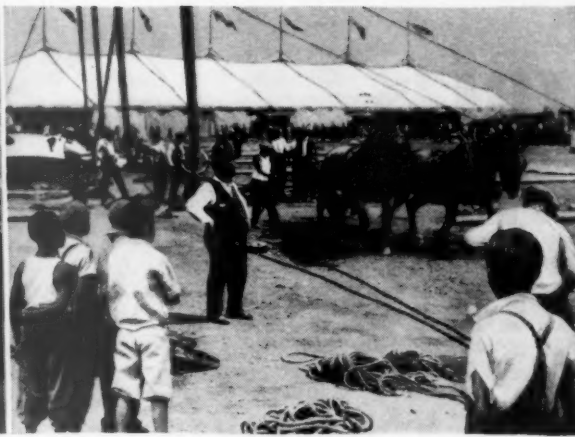
Circus! Traveling romance. Cinderella in her coach, fairy tales from books, come alive in the stupendous "spec"—the opening procession within the tent which has, for the most part, replaced the much-beloved grand, free circus parade, fully a mile in length, which rattled noisily through the community's streets at high noon and showed what a modern Pied Piper of Hamelin can do to the average youngster.

Of course, the average youngster has probably been down at the runs from the wee sma' hours of the morning, followed the rumbling wagons—silenced this year with rubber tires—to the lot, watched the workmen "put her up," turned cupbearer (or rather, pailbearer) to the gods (today in elephantine form), lugged seat boards and other contraptions from wagons to the mysterious recesses of the big top which are closed to less favored mortals till admission time. And then, a well-earned ticket to the big show grasped in his fist, Young America sees the unforgettable.

Now before the gates open, perhaps this is the place to discuss food. Around noon you might expect Young America to hang around the cookhouse, when the flag is up to signal "come and get it," and watch the lords and ladies of creation eat what smells better than any Delmonico or Rector delicacy—and sometimes tastes as good, too, I have found. But

the trouble is that circus mealtimes don't occur exactly that way; the morning meal comes about the time the tents are up and the next one after the afternoon show. So Young America must watch the unforgettable cookhouse, in all details (and none is hidden from view), at circus mealtime and not at the hours observed for meals by less enchanting people.

Horses! The circus is the seventh heaven for horse-lovers—matched horses, grays more often than not, sturdy fellows to haul the huge wagons and cages, broad-backed ones (rosinbacks, if you must have the correct term) to support the lady dainty and Apollo himself and the craziest, wildest riding clowns. High school horses, good enough for any horse show and exhibition of equitation, almost humanly dancing, bowing, and sometimes, though there's a bit of a trick in it, solving mathematical problems. Even the truck circuses, and there are some wonderful ones, carry



CIRCUS COMES TO TOWN

by
Hugh Grant Rowell, M. D.

There's a Wealth of Educational Value in This Entertainment, as Well as Happy Hours, if We Know What to See and Where to Find It

horses in special vans because a circus isn't a circus without horses and lots of them.

Clowns! Doing their one-act plays in pantomime! William Tell, the bumblebee, the barber shop, Souse's (not Sousa's) Band. And walkarounds, burlesquing much but stinging or offending nobody. And if, as has been my privilege, you have a chance to talk with the Spader Johnsons, of the barber shop and band; or the Fred Stellings, of the uncatchable butterfly or hat; or my particular friend, the modern King of Clowns, Felix Adler, of the hair grower, trained pigs and elephants and mules, and almost anything else—or if, like a favored few of us, you have had a chance to "work" with them—then you realize that clowning is a real art, a much subordinated art, an art which can be tempered to "lowbrow or to Park Avenue" audiences, according to my authority, Felix himself. Park Avenue audiences, for example, are very much impressed with the "gag" of hanging an old shoe in a parrot cage and carrying it about or by the other equally good one of having, on the top of your cranium, a woodpecker, who pursues his usual business of life. Spader John-

son will discuss various interpretations of the barber shop with as much keenness and understanding as a stamp collector will talk about covers and the rest of the less understandable technical language of philately. And even the old stand-by, "How Dry I Am," may be done with a shower bath effect or, to the complete fooling of the audience, without it. We praise our Edwin Booths. Or our Clark Gables. And fail to recognize that a real clown is a greater artist than either, though our forebears of two generations ago acclaimed Dan Rice with appreciation.

Acts of skill and danger, little appreciated. Real animal training of the Sawade and Matthies school must give way to faked hypnotic glances. Showmanship we grasp. Glitter appeals to us. But today real skill is not recognized except by the few. Artists have to "build up" a stunt by failing the first attempt, in order to make an audience appreciate the difficulty of the feat. And a youthful sophisticate shrugs his shoulders and says in no subdued tone, "Oh it's just the same as last year."

Satisfaction. There's more amusement in a circus for less money than

any entertainment in the business. And you who have at last insisted that other forms of so-called entertainment clean up and stay clean—confess now—you haven't had to censor the circus, except in the case of one or two unimportant fly-by-nights, despised by really important shows, lasting but the life of a moth playing in the flames. Furthermore, in any and every case, the entertainment in the "big show" has been traditionally spotless. As far as I know it always has been. Big top folk are, above all, true ladies and gentlemen, aristocrats of Spangleland.

To some, in terms of amusement and relaxation, a circus, or even talking about the circus, is a trip to a pleasant land of forgetfulness, where there are no alphabet divertissements, where, strangely enough, you can rest amid glitter and stupendous tumult. Such, plus the happy days of youth as one-day members of a circus (working department), led to the formation of the original Circus Fans, happily admitting that their only reason for existence is love of the circus. Later came the Saints and Sinners. Objective—a much- (Continued on page 36)

CAN A GIRL'S BEST FRIEND BE HER MOTHER?

by Nea Colton

**A Nineteen-Year-Old Girl
Makes a Straightforward
Analysis of the Mother's
Part in Her Own Family's
Circle of Friendships**

TO ME, there is nothing more pathetic than a mother who wails, "My children do not need me any more!" Her children do not need her because they are no longer children. They are, we hope, happy, independent adults. But the most independent and happy adult will always need and, moreover, want—a sympathetic, understanding friend. And, just as in any human relationship that is forced, a forced friendship between parents and children is never true and will, therefore, never reach the heights. There is no reason, however, why this friendship should not be, and many, many reasons why it should be, a very strong and happy one. I am hoping to suggest why, in spite of the countless articles and pleas from educators and parents alike, such a friendship is rare indeed.

Perhaps it might not come amiss to approach the question of parent and child friendships from the point of view of the child. I am fairly new to adulthood. I am nineteen, an average person, have many friends, and I certainly am not the victim of an unhappy childhood. I should like to present the experiences of some of my friends, who so far as I can see are exactly as average human beings as I am myself. I believe that these experiences may be truly enlightening to some parents who may then stop their frantic attempts at analyzing us and attempt to analyze themselves. How do they treat their friends? How many genuine friendships would they salvage were they to treat individuals of their own age with the lack of sincerity and faith too often exhibited to-

ward us? They gamble with our admiration and respect as they would never dare to gamble with the respect and admiration of outsiders. Yet they expect that we will be oblivious to their inconsistencies.

I am very proud of my parents and of my family life. I have interesting times and fun with both my mother and my father—separately or all together. There seems to be a fundamental respect for the individual's rights either apart from or contributing to the family group. Nothing is forced but everything unfolds. We learn about each other every hour. I remember becoming suddenly "aware," in my fourteenth or fifteenth year, of my parents as people. Before that, I knew that they were near me, that they loved me, that they were there if I needed them; but I wasn't conscious of them. I think this was perfectly normal and healthy. My parents didn't quarrel with themselves. They didn't shriek at me. They were there and I knew it, but I had my own life in which my parents did not interfere. Even as a very young child, I can remember feeling well able to take care of myself—which, so far in early adult life, I am doing in a practical way. I can remember at the tender age of five and six being quite occupied with my own activities and thoughts. I rather resented having these activities and thoughts interrupted, in much the same way older people do.

When I reached my fifteenth year, I started to associate with boys and girls of college age. My parents became friends of mine because my mind

was ready for them. I had been, all those fifteen years, preparing myself in my thoughts for my friends. After all, the fundamental interests of life are human relationships. My mother and father were two of my first companions. They are interesting and intelligent people, and from the beginning of our friendship they have treated me as if I were, also. As a young child they did so by not forcing the issue of friendship upon me. When I became interested in the things in which they were interested, they drew me into their circle of friends. They have assumed always that if I did not understand something, I would either ask them or find out for myself the answer.

When I return home from parties, I am not met at the door with an avalanche of questions as some young people are. My parents honestly trust and respect me. They have instilled in me the highest ideals and they have faith in those ideals as well as faith in me. This faith and respect give me a finer sense of security than a million dollars ever could. Their trust and their ideals of honesty and personal integrity have equipped me to meet the world calmly and courageously.

I was really amazed when I first heard of this questioning practice. A friend of mine, whose mother, by the





way, tells all and sundry that she and Martha are "the best of friends," is an unusually unfortunate victim of this. "We love doing things together," her mother will say, beaming happily. "Don't we, dear?" Poor Martha can't get rid of her doting mama. Mother is a wonderful dancer and just loves to dance with that charming Jack or John or Joe of Martha's. The poor girl, who is now twenty-four, hardly ever gets a break! If she does, she is met at the door with questions. "Where were you? Will you look at the time? Why are you so late? Whom did you see? What did they wear? Whom were you with? Who danced with you?" And so on, far into the night.

If Martha's mother goes out with her, as is usually the case, she "horns in" on all the girl's fun; and if she doesn't go out with her, she is suspicious of Martha and questions her on every move she has made.

Martha has been engaged three times, now, and the prospects of her marrying and settling down, which is what she really wants to do, aren't very bright. Mother won't give her a chance!

The story of Martha reminds me of the story of my friend Jean. Jean is one of the most attractive girls in our crowd, and she used to be by far the most

popular—but her fond matchmaking mama soon put an end to the latter. A few weeks following the girl's first date her mother bought her a hope chest! Thereafter, the slightest sign of a boy's interest in Jean was a signal for Jean's mother to begin asking him the most personal questions as to his family, finances, and his own "prospects." All of these highly personal questions are asked in a very coy and knowing manner, Jean tells me, till she, poor girl, is so embarrassed that all possibility for a natural friendship and romance to develop is killed then and there. Jean's only chance is to meet boys away from her home. One of these days her family will be shocked by the news that she has eloped with a boy they have never met. It seems to me that this is quite inevitable.

On the other hand, I know a boy who dares not mention a girl's name in his mother's presence for fear she will have an "attack." What these attacks are no one has ever been able to discover, but even her son notices that as soon as he denies all personal interest in the girl his mother miraculously recovers. What chance has he of forming frank and pleasant friendships with the very girls with whom his mother ought to be thankful to have him associate? Boys are going to have "girl friends" just as girls are going to have "boy friends," and parents ought to be thankful if these friendships are open and above board, as they will be, given understanding at home.

Most parents want to be pals with their children and yet many of them violate all rules of good sportsmanship and fair play, which they righteously demand from their other friends. They accept their young people as intelligent individuals only as long as these young people agree with them. A disagreement, perhaps a matter of clothes, of politics, and the youngster is insolent, impudent, and "must go to his room without any supper." I have seen a boy of eighteen treated in this manner, in the presence of his schoolmates. The father in this case seemed to want to embarrass the boy before his chums, hoped to show his authority, his possession of the boy. He embarrassed only himself, for disgust was shown on the face of every one of the young people present.

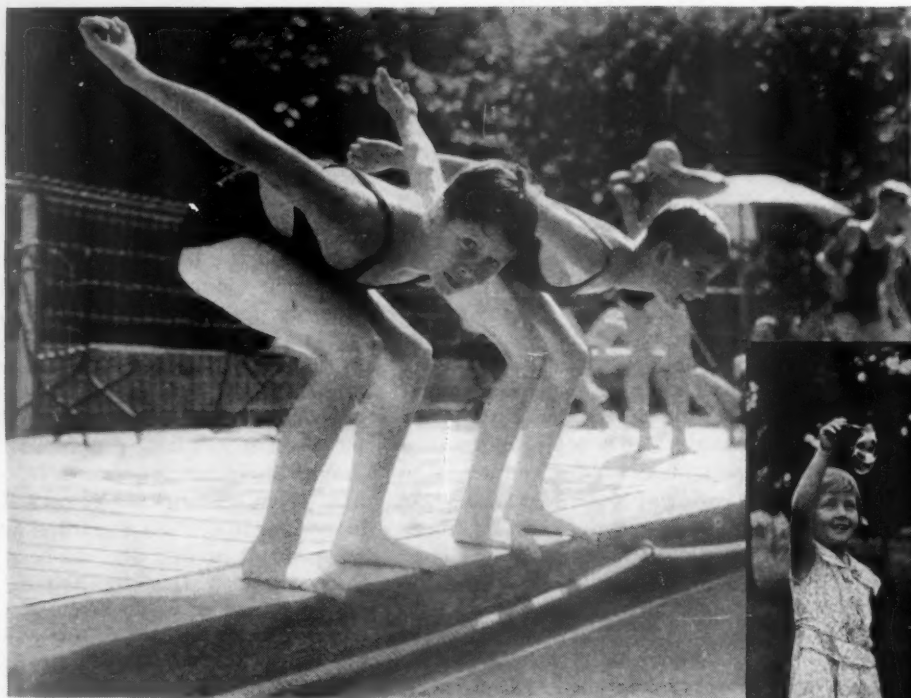
Of course, the picture isn't always so muddy as I have painted it. For I do know of a number of instances aside from my own family where I feel that there exists a fine and sincere parent-child friendship.

One of my dearest friends is a young widow about thirty-five. She has two fine young boys. One is ten and one is fourteen. A few years ago she adopted a young girl of seventeen. Mrs. Allen had known this girl and her family for about fifteen years. When Mrs. Allen and the boys returned from an extensive journey through South America and Mexico, she discovered that the girl's parents had been killed in a motor accident, and with no knowledge of what to do or how to support herself, the girl had gone to pieces, mentally and physically.

With calm intelligence, Mrs. Allen has drawn this girl out of herself and helped her to become a healthy, happy, independent person. She has been able to accomplish this by helping her young daughter to discover that she possessed a real sense of line and color. When Mrs. Allen bought an old bungalow, which she converted into a most charming and unusual house, she gave the girl an opportunity to put her newly discovered talents to work in a practical and constructive way. Working and planning for the building of this little house proved the natural basis for an enviable and enduring friendship.

One of the wise and intelligent reasons which Mrs. Allen had for adopting this girl was that she felt that her two young sons needed the companionship and balance of a sister. These boys have been alone with their mother almost from their babyhood and might easily have become pampered and effeminate. Such is far from being the case, for their mother, from the moment she was faced with the task of bringing up two sons, recognized this danger and guarded against it. Fortunately Mrs. Allen is an "outdoorsy" person and she and her two sons ride, swim, fish, and hike together. While this has kept them very close together, it has also developed splendid self-reliance. This quality Mrs. Allen also encouraged by assuming their interest in the problems of everyday life. They take care of their own rooms, help dry the dishes, set the table, and perform other household tasks without any feeling of self-consciousness. The older boy has written some lovely poetry, and his mother is as proud of that as she is of his sportsmanship.

I have the feeling that one of the reasons why this family has such a free and wholesome regard for one another is that fairly regularly this wise mother packs her bags and leaves her young family to shift for themselves for a few days. Upon her return from a recent (Continued on page 43)



PHOTOGRAPHS BY DORIS DAY AND EWING GALLOWAY



GETTING THE MOST

out of

NATURE'S BOOM DAYS

by Herman N. Bundesen, M.D.

IN Grandma's time, the torpid weather of July and August was referred to with resignation as "the dog days." But many persons nowadays are thoroughly informed about things concerning health and physical well-being, and they know that the summer months are really "Nature's boom days." It's true that when summer is at its height, Nature's health-building factory is running full blast. Human beings are benefited by exposure to sunshine. During the summer, they are likely to get more fresh air and exercise than at any other time. Their health is further aided by the good, green, natural foods that come from the garden.

And thus, young and old alike may increase their vim and vigor. From the standpoint of health, summer-time is prosperity time, and these long, pleasant days are really the "whoop-

days" of peak stocks in health.

School is out, but mothers will gladly shoulder the extra hours of responsibility for their youngsters, because, at the same time, there is the compensating pleasure of watching those young human engines romp and play with the joy of above-par health.

The bubbling of the stock market in the days of '29 was as nothing compared to the bubbling of youthful energy and enthusiasm that our youngsters display during the "health boom" that summer brings. But what happened in '29 was proof that booms need to be controlled, lest they topple us over a cliff into unpleasant difficulties. And without stopping to argue about the right or wrong of stock exchange control, let me be quite definite in saying that control of the booming health stocks is indeed necessary at this time of year.

These are the days during which we build health assets to take us through Nature's depression—winter-time. We may store up resistance to the ills that accompany dark, cold skies and harsh, biting winds. And so, it's doubly important at this time that no physical set-back shall occur. Such a set-back means not only the discomfort of the trouble itself, but an interruption of the vital process of storing up resistance for the time when it will be most needed.

In case the above should sound like the words of an alarmist, let me hasten to add that the hot weather hazards are few, and the problem of avoiding them is simple.

Perhaps the first among the dangers of the so-called dog days is the temptation to cool off with ice-water. Drinking ice-water may cause certain disturbances within the stomach and

intestines (such as inflammation of the stomach and intestinal spasms).

On the other hand, the merits of the moderately cool, refreshing glass of water are tremendous. This is especially true in summer, when the body loses so much water through perspiring. While children are playing, mothers should see to it that there is a source of good drinking water nearby. Remember, about three-fourths of the youngster's actual body weight is water. Water is vitally important to good health. Without enough of it, the child's body will dry up, just as a plant wilts during drought.

While we are on the important subject of water, let's not forget that vacation time is all too often typhoid time. The majority of our population lives in cities where the public health can be protected by the watchfulness of a central agency, such as a health department or an appointed health officer. However, when the city man and his family go vacationing, they go with the desire to get away from it all, and some remote rural district is, more likely than not, the most attractive place to visit. It is in such rustic settings, where there may be little or no supervision over the supply of water or milk, that most of our typhoid of today is contracted. Health authorities the world over have come to regard the autumn months as the typhoid months in the cities, because that is the time when the vacationers are returning, and developing the sicknesses they contracted while away.

So, in planning your vacation, first make sure that the milk and water supplies in the place which you visit are safe. See to it that your vacation is a source of health and not of disease.

PROBABLY the great bugaboo of all hot weather is the fear of heat prostration. This presents its greatest threat to infants and to the elderly. Heat prostration is indeed something to reckon with, but it cannot stand up under the simplest application of common sense.

The first rule of procedure on a very hot day is to see to it that every individual in the family is dressed in light, comfortable clothing. When the sun is high in the heavens, when eggs will fry on sidewalks and the weather man hangs out a sign, "No Relief in Sight," and goes into hiding—that's the time especially to dress for comfort and not for style. Thank heavens the last decade or so has seen common sense become more and more predominant in our summer style books, and no longer need we preach against the practice of dressing the child in starched collars and cuffs, or layer after layer of petticoats. Women and

children particularly have seen the light of reason and turned to summer dress that is fit for summer weather. Perhaps the day may come when men, too . . . but men are so set in their ways.

Frequent bathing is another protection against the discomfort of a torrid day. And by the way, an ice-cold bath is in the same category as ice-cold water. A lukewarm bath is best.

Should the diet be changed in hot weather? Not radically. As always, the individual should eat plenty of vegetables and fruits. For the hot days, the heavy foods may best be dispensed with, and one should eat only the necessary protein and fat-containing foods.

Then, too, when the mercury is trying to push its way through the top of the thermometer's glass tube, the danger of overexercising rises in proportion. Fortunately, the heat usually produces laziness for humans, and thus the danger of overexercise is lessened in a natural way. There will be some youngsters, however, whose energy is powerful enough to ride roughshod over every obstacle, even the obstacle of a blistering hot day. The mothers of these youngsters should take steps to keep down this youthful power during the hottest weather.

The summer hazards that I have outlined here are not many, I think you will agree. In steering your path through the hot months, the main shoals to be avoided are overexercise, too heavy clothing, ice-water, unsafe water or milk, and heavy, hard-to-digest meals.

The mother who can cleverly guide her young people away from such shoals can make full use of Nature's boom season for building sturdiness and good health to withstand the assaults of the less friendly weather that lies ahead. Nine months of the year the child is in school and the mother checks his mental progress by the report cards that are sent to her. Now is the time when she must remember

that his physical progress is no less important than progress in school.

The physical "report card" must come from the doctor, who should be asked to make a thorough health examination. This examination is not made to see if the child is sick, but rather to make sure that he is well. It will reveal the presence of any defects that might hinder the youngster's normal development. It will show if he is growing at the normal rate. If there happen to be defects of the eyes or the ears (and such defects can be so disastrous to progress), they will be discovered. The dentist, too, should be asked to make a careful examination of the teeth. If defects are found, they can best be corrected during the summer, when the youngster is not bothered with school work. Diseased tonsils and adenoids should be removed, and decayed teeth should be filled or, if necessary, taken out.

Certain wise industrial concerns follow a program which they call "backing and filling," that is, during prosperous times they do not extend themselves too far without going back to make sure that they are resting on a sound financial foundation. I think that a parallel may be drawn between this policy of "back and fill" and the health examination for youngsters, which shows whether the child's physical welfare is really resting on a sound foundation of true health. It is a wise mother who builds for the long pull in her child's health, even when he seems to be enjoying the peak prosperity of youthful vigor.

There are those who cannot stand financial prosperity, and others who cannot stand physical prosperity. Health assets may be wasted, just like financial assets, and the crash that follows the squandering of good health is far more severe to the individual who suffers it than any crack-up involving mere money.

The slight dangers of midsummer life that I have named are few enough, and may easily be avoided. They are as nothing compared to the benefits that summer brings to all of us, and especially to our children. The warm sun shines down for long hours each day, shedding abundant health-giving rays for your youngster to absorb. The air is fresh for his lungs to breathe, and he may enjoy it without having to bundle up in stuffy, heavy clothing. The garden is teeming with vegetables that will help produce health for those who will eat them.

This is high tide in Nature's fiscal year. Help your child to take it at the full, help him to build soundly for a lifetime of health prosperity, uninterrupted by physical crises or depressions.





DO you believe in family counsels? Not the old-fashioned ones which took place in the woodshed; nor yet the one-sided affairs full of parental criticisms and admonitions. I mean modern family counsels during which there is a free give and take between parents and children. Do you have a time now and then when all members of your family talk things over? When they discuss matters calmly, frankly, objectively?

I wonder if family discussions might not help parents such as Phillip's: *Phillip, aged five years, is slow dressing in the morning and must be reminded to hurry. His mind seems to be miles away. His parents say other friends with boys seem to have this same problem and all would welcome suggestions.*

This subject of family counsels, always interesting, was brought again to my mind by letters which came from two little girls in Trinidad, Colorado. How many families would consider discussing the problem with their eleven-year-old daughters? And yet, when a wise teacher did so, she received answers as sound as those which an adult group might contribute. Certainly these two girls have opinions regarding the cause of Phillip's slowness as well as recommendations for its solution.

Dorothy writes: "The story about Phillip in the NATIONAL PARENT-TEACHER MAGAZINE was discussed in our class at school. I am a girl eleven years old and I am in the sixth grade. I sometimes have to be begged to get up too. But not so often since school started. Phillip doesn't have the right time to go to bed. And another thing is that he doesn't have the right food."

Pauline suggests a solution, based entirely upon an actual experience: "I am writing on the new problem, 'Phillip Is Slow.' Yes, some small boys are slow and I would suggest to have something very important to do early in the mornings, such as some pet rabbits or pigeons to be fed before Phillip has his breakfast. With something to look forward to, I know he will have energy to dress fast without being re-

IN OUR NEIGHBORHOOD

An Exchange of Experiences
Conducted by ALICE SOWERS

minded to hurry. My little sister was the same way. And we bought her some chickens. Now she is up at seven o'clock every morning to give them their breakfast."

From Falls City, Nebraska, we have received a number of suggestions which came out of a district conference. One mother said, "Some children are slow about everything." And there were those who believed the cause might be physical, due to lack of sleep, diet, fresh air, or exercise. They admonished Phillip's parents to "be sure he is well," and pointed out that "he may be tired, for some reason."

Others placed more responsibility upon the behavior of the parents. "Perhaps he has been nagged so long and told to hurry so often that the words mean nothing to him," was one suggestion. Some one else added, "Children hear so much talk they pay no attention unless the voice becomes

loud. Just raise your voice or make it less pleasant and they hear quickly enough. That is because they know you mean business and that you are at the end of your patience. All you need to do is to let them know you mean business the first time you call them."

Several agreed that Phillip knows his mother will see that he gets ready on time and so he takes no responsibility.

"He may be wanting attention and getting enjoyment out of the amount he gets through this morning performance," said one mother of five. "If he can tell time, set the alarm or give him a time limit. At all events, be consistent so he knows what to expect each morning."

Several mothers agreed with the thought expressed in Pauline's letter that a happy anticipation might speed up Phillip's activities, or at least that an unhappy anticipation might be slowing him up. Some of the comments were: "He may not like the breakfast he has each morning." "Perhaps he isn't happy in school." "It may be that he doesn't like the first lesson of the morning." "He may not like his teacher."

As is usual when children's behavior is being discussed, imitation was suggested as a possible cause. "Perhaps the parents get up late," said one of the group, "and then they hurry Phillip to make up for lost time." "At least," contributed another, "the parents themselves may be slow."

The Wisconsin group leader who sent in this problem about Phillip said, "Nearly every family has this problem. Won't you discuss it and help us all?"

Responses from groups everywhere this was discussed indicated the question to be a fairly universal one. Do you have it in your family or in your neighborhood? Won't you talk it over in a family counsel to see which, if any, of these suggestions may be the cause? Won't you give each member of your family an opportunity to contribute to the discussion? Perhaps you have a Pauline or a Dorothy in your family who can help you solve it.

HOPE CANNOT MAKE DECISIONS

Hope Spencer, aged sixteen, has difficulty making up her mind. Whether the decision involves buying a hat, taking a trip, or choosing between boy friends, she appeals to the opinions of others. She is never satisfied after a decision has been made.

Won't you discuss this at home, in your neighborhood, or in your study group and write us what you have found in similar cases? Send your letters to Alice Sowers, 1201 Sixteenth Street, N.W., Washington, D. C., before July 15. They will be printed in the September issue.

A Few Timely Suggestions
for You Who Would Achieve

YOUR SECOND SPRING

by Anne Frances Hodgkins

IF YOUR ten-year-old boy had written "Rabbi Ben Ezra" he would not have begun with "Grow old along with me." He'd have sung, "Stay young along with me." Whether your son is a potential Browning or whether he ever expresses any opinions regarding age, I'm quite sure that he, like most boys and girls, wants his parents to be more than food dispensers; he wants playmates as well as guardians.

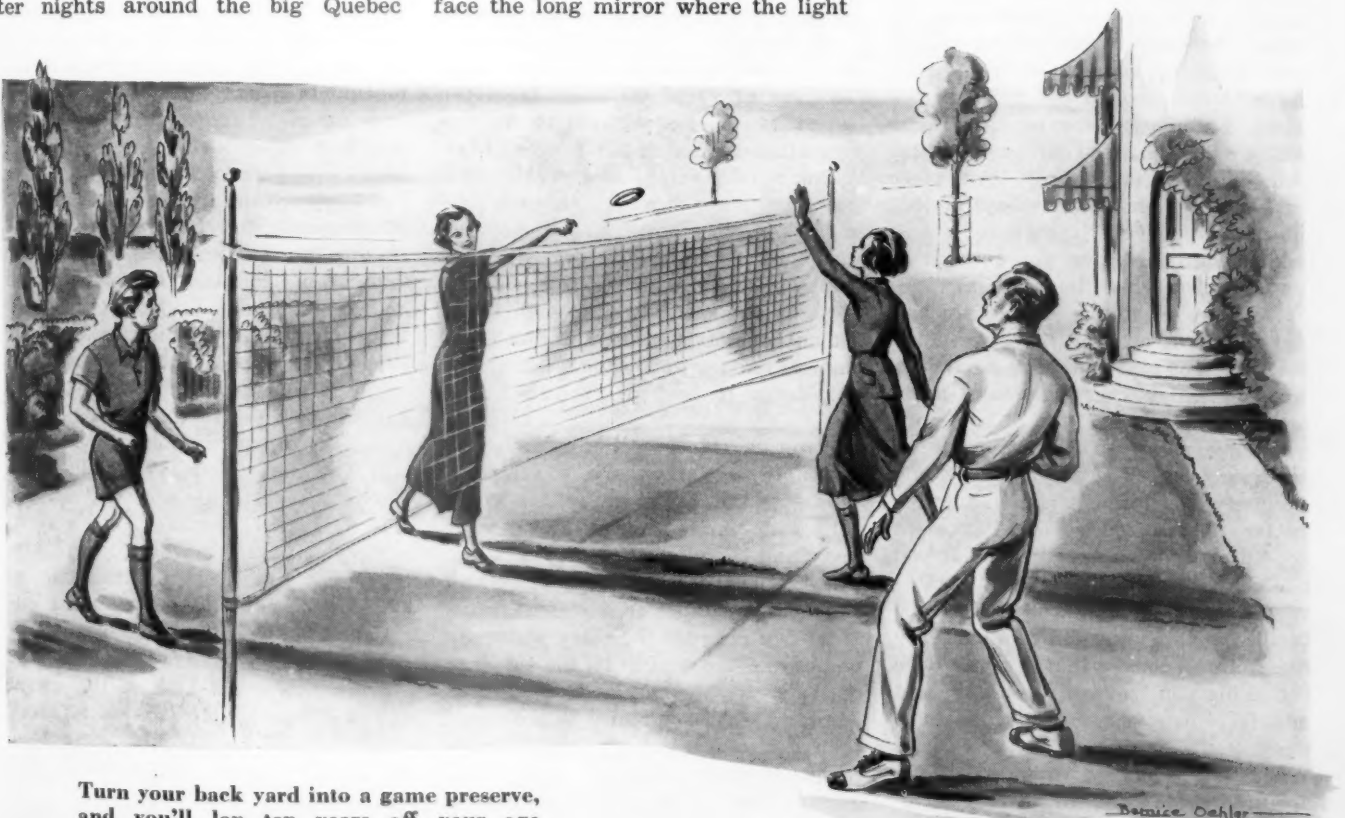
What do you remember best about your childhood and your parents? The memories I treasure are of those times when the family played together. I can see us now, Mother and three children in a big, old-fashioned punge, and Father on a bobsled hitched to the shafts steering us down the snowy slopes of a long hill. Winter nights around the big Quebec

heater playing dominoes, parchesi, or pit. Every one laughing and excited, no discipline problem there, no wanting to go somewhere else; the home was the center of play and good fun. In the long spring evenings when the air was full of the scent of lilacs and the frog pond a babel of croakers, we played "duck on the rock" or "one old cat." How we laughed when Father came to bat, such antics he had! And when June came, what a good sport we thought our mother because she always wanted to take along her bathing suit and go swimming with us on the first warm days—and Maine waters are cold!

This is the season of the year when youth stirs in all of us. It's a good time to take an inventory of ourselves. Get up early tomorrow morning and face the long mirror where the light

falls full upon it and make the acquaintance of the *you* your children see. Bay window? Fat hips? Can you touch the floor with your finger tips, with your whole palm, or not at all? No cheating, now; the knees shouldn't bend. Have you a spare tire around your waist? Is the *obliquus externus* still visible or is it concealed under ten pounds of fat? Biceps flabby? Deltoid extinct? You're old! While you have been playing bridge, eating midnight lunches, listening to the radio in your soft, comfy chair, age has sneaked up on you.

Well, who cares? You do—the real you is much concerned. And your children unconsciously compare you to their classmate's gay young mother.



Turn your back yard into a game preserve,
and you'll lop ten years off your age

You hate diets? So do we all, and diets don't solve the problem. It's play you need, good, vigorous outdoor play. You can't play? Never learned how? Can't teach an old dog new tricks? Oh, yes, you can; that's an exploded theory. You can learn just as well as your children. A little more slowly, yes; but "what's time? Leave now for dogs and apes; man has forever."

The first thing you do, if you really are in earnest about this matter and you want to be young with your children, is to have a physical examination. Perhaps you always have one on your birthday as a present to yourself. If you don't, go right now and find out if your machinery is in working order. It probably is. Most of us feel funny sensations now and then; and because we like to imagine that something is wrong with us, we think we have heart trouble, when it is only indigestion caused by too many club luncheons and too little exercise. It's amazing that so few people in these United States are health conscious. Statistics tell us that only 7 per cent of the people have any kind of physical examinations. Don't be one of the 93 per cent. Be a modern woman and scientific. *Don't guess; find out.*

"Fit as a fiddle, good for another hundred years," says your doctor.

ALL right, now for the next step. Now, what's the hitch? You feel embarrassed, think the children will laugh at you. Very well, then start playing with the younger children, not those energetic twelve-year-olds. And use some game where you don't have to run around too much at the start. I suggest deck tennis. It has skills which oldsters can easily learn. All you need is a small, level piece of lawn, or even the driveway; a piece of clothes line; and a big hollow ring which, with the rules, you can get in any sporting goods house.

Don't go at it too strenuously and get all worn out the first day. Play for fifteen or twenty minutes and quit, and remember that we make haste slowly. Stick to one kind of toss until you have mastered it, then move on to a new one. The more slowly and precisely you learn a game skill, the better it will serve you. Persistent repetition and exactness are what you need in mastering any game. Tomorrow get at it again. Jane will be thrilled at this unusual attention. Play five minutes longer today, going over the skills you learned yesterday, and adding a new one. By the end of a week, you'll be playing in good form. When you've played enough to have acquired some skill, and a real satisfaction out of playing, ask the male members of the family to play a game

with you after supper. They'll be surprised and delighted and the first thing you know, instead of getting out the car every night and joining the gas-burning crowd, you'll find your own back yard the center of attraction.

A word of warning might be added here lest in your great enthusiasm for "the fountain of youth" you adopt too strenuous activity and get laid up. If you're around fifty and you haven't played anything more strenuous than croquet since you were a girl, don't plunge into tennis and horseback riding, and then wonder what's happened to you! Our heart and muscles have to be toned up gradually. Tennis and other sports equally strenuous are all right if we have played them all our lives, but if we haven't, we should stick to deck tennis and swimming and golf and be sure that heart, kidneys, and blood pressure are perfectly normal. If they aren't, exercises should be taken under frequent medical supervision.

And having learned to play deck tennis, pass on to badminton, and to volley ball in which several children and grown-ups can play. Now that you have succeeded in getting your own family interested in playing games, bring in the neighbors. Nothing attracts like enthusiasm. Most people have let their self-starters get out of kilter. That's the result of living in a bleacherite age. Think how much more satisfaction you'd get out of living in your community if you had some common bond of interest with your neighbors. We need a cooperative world. How do we get it? Not from lectures or radio talks, or from the latest novel, but by practicing cooperation in our small communities. Think of teams composed of neighbors playing games from which each and all alike derive health and a cooperative spirit. I can hear them now. Their happy shouts, the glad, careless laughter as some side scores a goal. Don't let any one start an elimination tournament and try to develop a championship team. It may spoil the fun!

IF you were to go for a week-end to an English country place, you in common with the rest of the guests would take your tennis racquet. The men of sixty and the women of fifty all play. They get exercise, fun, sociability, and they seldom know or care who wins. If we can get past the place where we emphasize the score at the expense of the game, we may induce a lot of adults to play. Too many people scrap their golf clubs and give their tennis racquets away because they never learned how to play for the fun of it. They've put the same drive into their games that they put into their

business, and instead of being relaxation and amusement, games have become another form of big business.

Drop into a club and watch the champions play. Faces tense, teeth shut, a do-or-die expression in the eyes. Fun? Not a bit of it. Good, hard work. We're not interested in scores; we're interested in building a good society. And the smallest social unit—the one on which the rest of the structure rests—is the family. And the characteristic we need most in the family is good sportsmanship. Nagging, faultfinding parents—small wonder the children want to stay with their playmates instead of at home. Selfish, inconsiderate children—small wonder the adults prefer life at the clubs. Sportsmanship, like almost everything else, has to be taught; it's not an inherited characteristic. You learn it on the playing field; and once learned in games, it becomes a habit pattern which can be transferred into every phase of life.

"THIS all sounds very well," say you, "but I have no time." No time with all those labor-saving devices? Your grandmother brought up ten children, did all her own work, pumped the water from a deep well, washed all day Monday, never heard of electricity. Stop? Yes, I know it makes us look inefficient. Well, we are. While we've been thinking we're modern, we're not at all. Our homes should be run just as efficiently and scientifically as our husbands' offices. They can be, too, if we bother to learn how, and if we budget our time and don't spend too much in aimless activity. I know how much we enjoy the new novel and the gossip over the phone; but they make us old, not young. It's youth we're in search of this summer. We want to feel the good red blood pulsing through our veins. We want to know the thrill that comes from an hour of vigorous outdoor exercise. We want to sense life tingling down to our very finger tips, that awareness of being alive which we've forgotten in our smoke-filled rooms. It comes not from any other person's activity, but only from our own. Watching some one else perform doesn't satisfy. "Man," says L. P. Jack, "is a skill-hungry animal for whom health and happiness are alike unattainable so long as his skill hunger remains unsatisfied." If we could get our countrymen off the bleachers and onto the playing fields, one-half of the social and economic problems we are facing today would be quickly solved. A democracy needs participants, not spectators!

Turn your back yard into a game preserve. If (Continued on page 39)



PHOTO BY
BLACK BOX

THE ROAD to DENTAL HEALTH

by James A. Tobey

MANY a winsome smile has been marred by a misplaced tooth, and many an otherwise attractive countenance has been impaired by a display of defective teeth. Beauty is, of course, much more than an external veneer, but it depends in part, at least, upon certain outward personal characteristics. A perfect set of white teeth is unquestionably an important aid to comeliness.

A perfect set of strong and regular teeth is as significant to good health as it is to good looks. Soft, irregular, and decayed teeth may cause far more trouble than their baleful effect upon individual pulchritude, for diseased teeth may produce rheumatism, neu-

ritis, and other maladies, which in turn may give rise to acute pain and suffering, may weaken the system, and may even result in heart disease and other hazardous conditions. It is the better part of wisdom, therefore, for us to give earnest attention to our own and to our children's teeth.

Good teeth are not difficult to get, provided we start early enough. The responsibility at the beginning devolves upon the parent, particularly upon the mother, since our teeth begin to form even before we are born. This duty continues from the prenatal period through the stages of nursing and into the time of childhood. It continues even into adult life, for the care

and treatment of the teeth at all ages influence the physical welfare of these important organs.

Heredity plays a definite rôle with regard to the kind of teeth that we have, but heredity can often be modified by environment. In the case of the teeth, the diet and hygiene of the pregnant mother govern to a considerable extent the future dental history of the unborn child. Even with a poor start, due to malnutrition, some reclamation of the teeth is possible in childhood, but a proper foundation is the best safeguard.

Although babies seldom come into the world with any visible teeth, the first set of teeth is present below the

gums, and is already formed. How well these teeth are formed depends mainly upon the care and skill with which they have been nourished during the nine months of fetal life. How well they have been nurtured depends upon the quality of the foods consumed by the expectant mother. If her supply of mineral substances

has been inadequate, her own teeth as well as those of the prospective infant may suffer.

THE teeth, like the bones, are comprised chiefly of lime salts, or calcium phosphates. This building material for the entire skeletal structure, including the teeth, must come from the diet,

which must obviously be well supplied with calcium and phosphorus. Not only should these essential minerals be available to construct sound teeth, but there must also be provided other accessory food substances, known as vitamins, which bring about proper deposition of the minerals in the bones and teeth. (Continued on page 34)

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IT'S UP TO US What Children Do

by Alice Sowers and Alice L. Wood

Illustrations by IRIS BEATTY JOHNSON



Mother: Isabel, pick up your clothes before you go.
Aunt: Let her go. I'll pick them up for her.



Aunt: Clare is in a hurry. I'll pick up her things.
Mother: No, she must learn to allow time to do it herself.

Clare is more apt to become responsible

Because

She is getting daily practice in doing so. Character traits, like table manners, cannot be put on and off like a Sunday suit. They must have frequent practice if they are to become "characteristic." Isabel, prevented by her aunt from assuming her own responsibilities, is learning habits of shirking. Thus, her aunt, instead of being kind to Isabel as she intends, is really causing her to learn habits which will be a handicap as she grows older. Clare's mother is firm in her refusal to allow her aunt to interfere and to shield Clare from her own responsibilities. She wants to be sure the girl has every possible chance for her best development and is willing to chance incurring the aunt's displeasure if it is necessary in order to bring this about.

LEARNING THROUGH FAILURE *and* SUCCESS

by Abigail A. Eliot

The Happy Child Is the One Who Is Permitted to Try Doing Things for Himself, for Only in This Way Can He Build Up That Feeling of Independence Which Is Necessary



PHOTOGRAPH BY EWING GALLOWAY

I HEARD an eminent authority say, "Children learn through failure." That is true—and they also learn through success. The illustration he used of learning through failure was that of a little child who saw a cup of milk on the table. He wanted it; reached for it but failed to get it; tried again and again, each time changing the direction or length of his reach until he grasped the cup, carried it to his mouth, and drank. Because at first he failed, he tried and tried again. Failure taught him how not to do it and spurred him on to new efforts. But success taught him how to do it the next time. Because of failure and of success he learned how to get the milk. And this bit of learning taught him not only how to get a cup of milk off the table when he wants it but it taught him also how to reach other things which he wants. He knows better now how to reach other things which he wants. He knows better now how to gauge distance and direction, how to make the effort of his muscles fit the picture which his eye sees. He has learned a lot.

If an adult who saw that he wanted

the milk had picked it up and held it to his mouth so that he could drink, all this learning would not have taken place. And the next time he wanted something he would be as helpless about getting it as before and more dependent than ever on the help of grown-ups.

We adults, in the kindness of our hearts, are too apt to interfere with children's learning. We want children, particularly little children, to find life pleasant and easy, and so we do things for them. We pick them up when they fall down, we take away the stick or block or chair over which they may stumble, we dress them and undress them, we feed them, we give them ready-made toys, we anticipate their wants and see that they have everything heart could desire almost before they know themselves that they want it. But if we do this, there is one desire of a little child's heart which we are not granting: the desire to grow more powerful every day. Nothing gives a human being greater joy than to feel his power growing. And how does it grow? By learning. In other words, there is in every child a wish to do new and more difficult

things, and an ability to learn to do them.

So let us give him a chance to fail and to succeed. At eighteen months he tries to feed himself; at first he fails to get the food into his mouth but he is hungry and he tries again and finally succeeds. He tries to build a tower—three or four blocks on top of each other—they topple over, he fails and tries again, and finally he succeeds. He tries to put his shoe on, fails, and finally succeeds. The same is true with everything—riding a tricycle, climbing a ladder, cutting with scissors, throwing a ball. Don't do it for him; let him try and fail and finally succeed.

"But," you say, "will not too much failure make him give up trying?" Yes, it will unless the incentive, the will to do, is strong enough. We adults are needed at the point where the child is in danger of giving up. As long as he is ready to try and try to find a way there is little that we need to do. But if in trying to do something which we believe he is old enough to learn to do he gets discouraged, let us give him a word of encouragement; and a little (Continued on page 43)

PAINLESS

FAMILY MOTOR RIDES

by Sophia Yarnall

FOR some time we dreaded taking the children with us when we went anywhere in the car. It was bad enough, of a Sunday afternoon, when we had to take them to see their grandparents but it was simply unthinkable to have them along on any sort of trip. They always spent their time climbing over each other on the back seat and rough-housing in a way that had their nerves and ours fairly jangling by the time we reached home again. Yet, somehow, punishment by refusing to take them in the car did not seem a solution in this day and age. Besides, I could not help feeling that as parents perhaps we were at fault and were not being very intelligent about handling our own children when they were in the automobile. Ordinarily obedient, they invariably became perfectly lawless after three-quarters of an hour. There must be some reason for it.

Finally I awoke to the fact that probably it was entirely normal for children to get restless sitting still for a long time when they are used to so much more activity than adults. How, then, to supplant the usual exercise which they got at home by something equally stimulating and, at the same time, not exasperating to us and to them? Once started on this train of thought it was remarkable how many things we found to do. When Alice and Bobbie were still very young, I tried, if we were going through any new country, to find out something interesting about it and make a story of it, pointing out places of interest as we passed. If it was much traveled ground, we made a fascinating game of imagining which houses we should like to live in. We could each pick one as we passed by and then we had to tell how many rooms it had, what the furniture was like, how many pictures there were on the walls, etc. Each child developed a positive love of his

or her imaginary abode and arguments developed from our talk about everything from architecture to farming or interior decoration.

When they started to weary of such fantasy, I would hastily turn to more practical matters and suggest the "license game." In this, of course, you had to know from what state each license came and by taking alternate cars, both Bobbie and Alice could count up their findings with equal chance. At the end of the ride or of the game, the one who had the largest number of different kinds would win, although a goodly showing from one's own state would bring the loser consolation. A variation of this game which the children always loved was to list the various automobiles which passed us according to their colors; then according to their types, as roadsters, sedans, and other models; and then, when the children became more expert, according to their makes. Besides keeping every one occupied for long periods of time, it was instructive and the children soon learned to keep their eyes open for new makes of cars and to wonder about the latest types of designing.

On highways covered with billboards, we had another way of amusing ourselves. There were spelling games we did with them—seeing who could read the most signs as we sped past. Or again, there were collections to be made. How many times could Bobbie see the same sign between two given points? Alice would choose another one and watch for hers to appear more often so that she might win the game.

Going through country that is interesting, there are always opportunities for this kind of competition. If it is wooded land and you are a wise parent, you will know enough about the different kinds of trees by the roadside to teach your children a smatter-

**A Mother Describes
Some of the Devices
Which She Uses with
Success in Keeping
Her Children Happy
and Contented on
Automobile Rides**





DRAWING BY FRED OLSON

ing of botany while you keep them amused. Along a river or by the sea, there will be all sorts of water craft to count, and passing through farming country gives endless occasion to count animals as well as the different sorts of vegetables or grain. Again, if the road runs through dreary tracts of land with nothing on it of interest—and any one who does much motoring knows that there are often such places—the inevitable gasoline station can be turned into material for amusement and entertainment. One of my children's favorite delights on a long stretch through a familiar part of New Jersey is for each to pick a brand of gasoline and see how many individual pumps of that kind they can amass to their credit.

My children have continually played these games, and they still enjoy them, although they are now eleven and eight years old respectively. Lately, however, I have tried new experiments with them since I saw no reason why they should not benefit further by being taken about with adults. If schools struggle so hard to teach geography by making children as visually conscious of a country as possible, why should we not make the same use of such golden opportunities as taking them on automobile trips? Now, whenever we go on even the most inconsequential of trips, if it is to a new place, I get out the map and explain just what roads we shall take. Little by little, Bobbie and Alice have absorbed some information about maps so that, with many mistakes, to be sure, but still with much pride and pleasure, they help to plot out a route with logical attention to the best roads and the fact that a straight line is the shortest distance between two points.

When we get into the car to start off, even Alice, who is only eight, has some idea of where we are heading and what the route numbers are. Then, since I have discovered that nothing makes a child so happy as to feel that he is being useful and important, I let them look for the road for me and direct me. Of course, I have to keep my own eyes open to see that they do not make mistakes but it is surprising how much real help they can be in finding a new road. I was astounded to find that Alice, whose prowess as a guide I had scarcely taken seriously, was sitting up beside me not long ago on a trip which we had to make after dark and really saving me endless strain. She was perched on the edge of the seat with her eyes glued to the signposts. We were on our way into Boston over an unknown road. I had told her that we must follow a certain number right into the heart of the city,

so she would sing out to me as we came to a crossroad, "Go left," or, "Keep to the center," with such unfailing accuracy that I gave up worrying about that part of the work and paid attention only to the traffic.

Bobbie, on the other hand, takes great pride in computing the mileage of a trip and figuring out the gasoline necessary. I think his interest comes from the fact that several years ago I started trying to make him responsible for saying when we needed gasoline and oil and water.

So, curiously enough, from trying to make a necessity like getting from place to place bearable by inventing ways to keep the children amused, we have become a family who greet with delight any possibility of motoring. As in everything else in life, children and adults alike get out of motoring what they put into it. That children cannot possibly be expected to realize all its possibilities without suggestion and help on the part of their parents goes without saying; but, once they are given a chance, it is amazing with what eagerness they seek new ideas and new information.

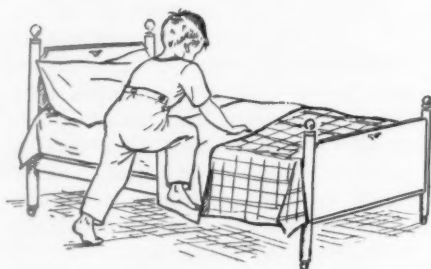
Possibly you will feel, after reading how this situation has been handled in our family, that it is a lot of trouble. Maybe you are saying to yourself that you would still rather leave the children at home, and save family automobile trips for later on. Do let me say right here that it is a good deal simpler than it sounds. The children themselves take the initiative now, in devising methods of interesting diversion. I simply supplied the initial impetus, and the results have been highly amusing for my husband and me, as well as for the children.

As an example, not so long ago, young Bobbie illustrated rather forcefully to me how much more observant our little trips had made him. We had just returned from a Sunday afternoon drive through a particularly pretty section. I had noted, with a touch of envy as well as healthy admiration, the picked-up appearance of the houses and lawns, and as we turned into our own driveway, Bobbie fixed an accusing eye on me, and remarked, "Mother, I'd advise you to have our grass cut!" Needless to say, my husband is still chuckling appreciatively. And I am still loudly championing my program!

Furthermore, I count it a lucky day when we were forced to "do something," about making the children behave in the car by providing interests for them. It has taught us the real possibilities of the "family car" and broadened all of our horizons to take in places and things of which we had never thought before.



PHOTOGRAPH BY H. ARMSTRONG ROBERTS



"TO HAVE TO GO TO BED . . ."

by Hazel S. Schaus

"WHY do I have to go to bed now? I'm not sleepy."

"Do I need to sleep today? Can't I just rest?"

"Mother, bring me a drink. I'm thirsty."

These, a few of the wails of children about sleeping, bring to parents a whole array of perplexing problems. "What time should my child go to bed?" "How many hours a day should he sleep?" "Is it necessary to sleep at nap time, or is rest enough?"

How much sleep does a child need? Perhaps we may ask, in reply, "How much do growing children actually sleep at various ages?" Those studying the subject agree that (1) there is no immediate danger of children getting too much sleep, (2) growing children require more sleep than adults, and (3) good sleep habits are among the first habits a child needs

to learn if he is to be as strong, healthy, and happy as one wants him to be.

The child's own physiological needs are the most important factors in his sleep. Under wholesome living conditions, he will sleep as much as he needs even though it may take him a long time to sleep or he may refuse the daytime nap after a certain age. The newborn child sleeps most of the time, awakening only from hunger or discomfort. As he grows older, his sleeping time decreases. The distribution of sleep throughout the day also varies, with the longest and most continuous period at night. At one year the child's total sleep is about sixteen hours; from the ages two to four years he sleeps twelve to fourteen hours. Even at eight years of age many children spend about half the day in bed. These are of course

average figures. There are large variations.

The daytime nap is important, even though it is a short one and the time used merely as a rest period. Certainly, thought must be given to it up to six years, sometimes longer. With the very young child, if the nap begins as late as two o'clock in the afternoon, it may interfere with night sleep. It should begin, rather, at twelve-thirty and not later than one o'clock. If for any reason the child is forming the habit of sleeping until three or four o'clock, he should be wakened so that his night sleep will not be affected.

As the child grows older, the daytime nap will finally disappear. Some days he will take his regular sleep. Other days he will take none. When he does occasionally miss it, over-concern on the part of his mother

does him more harm than actually missing the nap. The important thing is to have a rest period at a regular time each day. Interruption of this rest period for the convenience or pleasure of adults is not to be tolerated; it is easier to prevent over-fatigue than to correct it.

Many homes might profitably adopt the practice of preschools and nursery schools of having a rest period in the middle of the morning. Such a schedule can be arranged simply and requires no special preparation. Getting off his feet for fifteen minutes in the middle of the morning will be of great benefit to the active child.

Although an individual's sleep will vary from time to time, a more or less regular sleep routine will be helpful in establishing sleeping habits. Since sleep, like the various other basic physiological processes, has a certain rhythmic aspect, it is well to build on this, for it is a strong ally. Once a schedule is worked out to suit the needs of the baby, it must be followed closely. When so much of his immediate welfare depends on adequate sleep and good habits of sleeping, it is the wisest thing to let his schedule take precedence over other matters.

Adequate exercise in the open air is important in developing good sleeping habits. Vigorous play that exercises the body muscles will often send the child to bed to sleep soundly. Of course, this play must not come just before bedtime, but earlier in the day. As with the grown-up, a happy, busy day with long hours outdoors will usually bring a night of quiet and rest.

ANOTHER factor is a quiet period before bedtime. Sometimes a story hour will calm the active child. This will often bring that sense of happiness and well-being so necessary for sleep. In this connection comes the question, "Shall the house be completely quiet while the child is going to sleep?" To place the parents and household under a ban of silence during sleeping hours creates, in the opinion of most authorities, a bad situation. For the sake of the infant, however, discrimination must be made between noises incident to the environment and loud and sudden noises. The latter may easily establish fears which it will take a long time to overcome.

For the best physical and mental hygiene, a child should sleep alone. A comfortable bed with good springs and mattress is important since even an eight-year-old spends about half his time in bed. Authorities differ as to the desirability of a pillow for the very young child, though the majority are against it. Warm, light bed covers

should be used, and for winter a sleeping bag is often recommended as a protection against cold.

Though it is sometimes difficult to arrange separate rooms for children in the crowded living quarters of today, the majority of writers on child care recommend them. But even if it is necessary to share the room, two single cots can replace the double bed, thereby insuring separate beds in the same space.

We scarcely need to mention such generally accepted present-day theories as the importance of ventilation and fresh air in promoting sleep. One mother said she made the mistake of planning to open the windows of her son's bedroom when she went to bed. Her child was restless and had difficulty in going to sleep. One night she realized that the room was warm and opened the window. That night the child went to sleep almost immediately. He needed fresh air.

A PHYSIOLOGICAL factor which influences sleep is the connection between eating and sleeping. The child will probably be sleepier immediately after a meal than he will be two hours later. Therefore, as previously suggested, the preschool child should have his nap at twelve-thirty instead of at two o'clock and should go to bed at half past six or seven o'clock rather than at eight or a half hour later. A light, easily digested evening meal is a help to night sleep.

A dark room is quieting, both at night and in the afternoon. Robert Louis Stevenson voiced every small child's wail against early bedtime when he wrote:

"And does it not seem hard to you
When all the sky is clear and blue,
And I should like so much to play,
To have to go to bed by day?"

Darken his room a bit and it will help!

The child's sleep and conduct depend a great deal upon how the important act of going to bed is approached and upon the attitude of the person who puts him to bed. His mother's mental state has more than an appreciable influence on him. Parents should not show emotional reactions to the child's behavior; neither should there be emotional reactions to emotions exhibited by the child. If the parent shows emotion, she may bring out resistance on the part of the child. She may unknowingly foster negativism and soon may lose all control of situations.

Overstimulation at bedtime should be avoided. In one home, the two boys arose early in the morning and had a romp with their father before he went to work. The mother and father felt

that since he was often delayed in getting home at night until seven or seven-thirty, it was more important for the children to get their night's sleep, having supper at five-thirty and going quietly to bed, than to sit up and wait for their father. As a substitute for their bedtime play, he romped with them in the morning.

A child should never be sent to bed as punishment. Since association is a powerful factor in the child's learning, why associate something unpleasant with going to bed? All his life he will need rest and relaxation, and he will find them all the more valuable if they represent pleasant experiences.

We can put our child to bed, but we cannot make him sleep. We can only assist him to relax, to let down. He must learn to disregard the stimuli in the interesting world, to let go and sleep. Mother or Father may do some things to help him, but little by little these can be lessened. One of them may stay quietly by the side of the bed until the routine of tucking in with a final good-night has been achieved. If a child has real difficulty in going to sleep, he cannot be expected suddenly to achieve the necessary self-control any more than in any other situation. He must be helped bit by bit, and later, as he learns more independence, help can gradually be lessened.

Again, a child may not stay in bed. He may rejoin the family group or find interesting things in the room with which to amuse himself. How many times have mothers thought children asleep only to find them in the act of exploring the dresser drawer! Fastening him in helps him in no way to the self-control needed to keep him in bed on his own responsibility. It is only apt to result in emotional reactions which are as bad or worse than the thing it is supposed to correct. Taking him back to bed, helping him in calmly and unemotionally as many times as he gets out, and suggesting only that it is time to stay in bed have proved the most effective means in the long run. Our own emotional state is frequently one of the greatest hindrances to meeting such a situation. Not only must we seem calm, but by studying and facing the situation we must actually achieve that calm.

CHILDREN are sometimes afraid to go to bed and sleep. Many times the fears can be traced to something that some one has said or done, as is true in this illustration.

A little girl of three and a half years had always gone to bed in her own room and told her mother good-night. Her (Continued on page 39)

PEP UP THAT PORCH

by Albert Schweizer

**What One Family Can Do, When
All the Members Pull Together
and Decide to "Do Something"
Artistic, Without Much Money**

I AM going to ask you to conjure up two pictures, both built around one of the simplest of domestic elements—a porch! The pictures in this particular case are of the Martins' porch, and the views are B. C., Before Clean-up, and A. D., After Decoration. The first of these pictures is really not so much a specific example, but a rather typical one. Let us hope that the second will be, if not ideal, at least desirable and a distinct improvement over the first.

View B. C. could hardly be called inspiring. Unfortunately it seems to be rather haphazard in design and dingy in tone. A porch as an architectural feature is rarely a distinguished addition to architecture, anyway. It is usually an inarticulate excrescence on the house produced by a vague appreciation of the outdoors, coupled with the pleasure of being out of doors and under a roof at the same time. Usually, the glaring sun makes it uncomfortably hot during a large part of the day; more often than not the porch is exposed to the curious gaze of neighbors which precludes any possible sense of privacy; and in the cool of the evening, its very openness encourages the attack of every known variety of winged pest. General use is soon discouraged and the porch becomes an occasional outside reception room through which guests are rushed apologetically, whereas it should sound a welcoming note of hominess and hospitality.

When the Martins took stock of their porch, they didn't find much of value. Some one had knocked the corner off the base of one of the columns.

Several of the uprights in the railing were wobbly. The boards between the ceiling beams had warped and twisted in places to show gaping cracks—once noted for repair and then forgotten. The formerly light buff paint now greyed the walls, columns, and rails dreadfully. Children's fingerprints and the dog's paw marks about the door were individual but not entertaining, while the battleship-grey deck paint had chipped and scuffed off along the line of travel up the steps and over the doorsill.

The furniture didn't improve the picture or make it more inviting. Most of the pieces had been evicted from the living room, with the exception of one old bedroom rocker and the porch-swing, whose only claim to fame was that it had remained in its native environment. The chairs were suffering from creaky joints, chipped varnish, and threadbare upholstery. The once-gay chintz on the swing was sadly weatherbeaten and although the process had been so slow that the contrast wasn't particularly noticeable to the family, the effect on guests was all too definite. The final touch of horror was supplied by a few starkly artificial flowers in a grubby wicker basket on the golden oak table!

NOW for the A. D. view. The identical porch was put to work, and this is how we made the transformation. I say we, but the real work was done by John and Etta and their two older children, Julie and Bob. I only dropped in from time to time and cheered as the work progressed. My consummate interest and my propensity for giving

free advice are the only excuses for identifying myself with the undertaking.

First came the uninteresting repair work. That included mending the column base, fastening the loose balusters in the railing, and closing up the cracks in the ceiling, to say nothing of securing several of the floor boards a little more firmly. It wasn't much work once it was actually tackled. The main difficulty came in prodding ourselves into action.

Next came the screening, a process which took longer and would have been improved, according to John, had he been able to afford a carpenter. However, modesty may have been responsible for this comment. It looked professional and quite adequate to me. He made sectional frames which fitted together and against strips on the floor and eaves, and hooked on the posts for additional support. Incidentally, they will be easy to take down and store for the winter.

The general painting was done before the accessories were put in place, and even I pitched in and helped slap on the fresh paint, once the color scheme was finally chosen. That was a matter of solemn family conclave, which finally narrowed down to a choice between an oyster tint with cool blue trim, or white with deep green. The first would have been smart, and a good summer combination, but the second had the same qualities plus the fact that it was a trifle more conservative—at least that was the consensus of opinion from the Martins. Railings, posts, wall, window sashes, and ceiling beams were painted solid white. The

HOUSEHOLD HINTS



boarding of the ceiling and the floor was made green—not that apple green which invariably fades, or the blue green which grows harsher, but a deep jade, pleasantly soft and yet alive against the white. With a little supervision from her mother, young Julie decorated the ceiling beams with a small formalized stencil design of vines. The green leaves and vermillion berries give a bright and amusing touch—the only part of the general painting which was not perfectly simple. We have depended largely on the accessories for the “punch,” while general tones give the clean, cool, restful feeling.

The next problem was how to keep out the full glare of the sun which is on this side of the house most of the day. Several possibilities were considered. Awnings while gay and effective seemed clumsy and hard to handle from a screened porch. Lattice roll screens could be managed from the porch but cut off too much of the view. Venetian blinds solved the problem. They were effective, attractive, modern. And much too expensive. We

found some special porch blinds of the same type, less expensive and strong enough to resist the heaviest summer storms. They worked in perfectly between the columns, and their white slats and green tapes were heaven-sent with our color scheme.

We now turned to landscaping, which is Etta's particular field. The general idea was to bring the garden right up to the house, and, in a way, into it. After all, the porch is the place where house and garden meet and mingle just as it is the transition between inside and out, and there is no brighter or more appropriate decoration for a porch than gay flowers and plants.

Young Bob suggested the row of flower boxes along the railings. He promptly set to work on them and did very well. They are substantial, cleverly lined with metal pans, and left simple in order not to compete in interest with the flowers themselves. The shelf that supports them on the railing is removable so that when the boxes have to be taken down for the winter, the rail is clear.

The row of shelves between the columns was Etta's idea. It makes a miniature hanging garden, an effective closing of the porch composition. The planting is carried around to the back at the windows, too, where Bob built a shelf on each sill to hold more flower pots, visible from inside the house as well.

One of the least attractive features about the old porch was the odd pair of ceiling lamps, supposedly wrought iron fixtures in Spanish style, but actually cheap imitations in stamped-out metal, screwed together, and painted black. Rusty and undistinguished, they were unsightly in the daytime, and glaring at night.

The new lighting fixtures were much more individual, and delightfully inexpensive. To begin with, John had an ancient whippetree from an old wagon, and this was given a couple of coats of paint. From the ends of the cross bars were hung two very lovely old ship's lanterns which won't rust as the fake wrought iron did, for these are bronze. And for more intimate light, we (Continued on page 38)

An Educational Use of Leisure

by DANIEL L. MARSH

WE are hearing a great deal these days about the use of leisure. In its present form, it is a new problem. The difficulty used to be finding any time for leisure. Now most persons have so much "time on their hands" that they do not know what to do with it.

I do not refer to enforced idleness. Unemployment is tragic, wasteful, pathetic, full of suffering, and fraught with despair. I refer rather to the increased amount of leisure that comes to employed persons through technological invention. It is popular today to berate the machine age; but the machine has wrought liberation from grinding toil. It has lightened the burdens of life and shortened the hours of work, and given us increased leisure.

But increased amount of leisure is as yet by no means proving to be an unmixed blessing. So many persons do not know what to do when they are not working at their jobs.

The important question for an educational system dedicated to the art of fine living is: What are men, women, and young people doing with their leisure? If they have adopted the materialistic philosophy of the day, they will regard a momentary ecstasy as the end and aim of life. Greatly to be pitied is the person who has lost the capacity for the enjoyment of anything except that which is on the lower plane of the animal kingdom.

Let us think especially of the educational use of leisure. Mind husbandry is possible for all through reading. It is simply amazing how much one might accomplish if he would but improve odds and ends of time in keen, analytical observing, thinking, reading, studying. Reckoning 313 working days to a year, and eight hours to a day, he who loses twenty minutes daily loses thirteen days in a year. He who squanders thirty minutes daily loses nineteen days, four and one-half hours every year, while the man who fritters away an hour a day wastes thirty-nine days a year. That is one year in every eight.

Think of the self-improvement that could be gained in that time. Suppose that you set aside an hour and a half three days a week for serious study—that will give you two hundred and seventy minutes for mental calisthenics every week.

How can a habit of reading to profit be formed? A good rule is the one given by the eminent English historian, Macaulay. He says: "When a boy I began to read earnestly, but at the foot of every page I stopped and obliged myself to give an account of what I had just read. At first I had to read it three or four times before I got my mind firmly fixed. But I compelled myself to comply with the plan, until now, after I have read a book through once, I can almost recite it from beginning to end." In addition, when you have finished a book, before putting it away, formulate the thought of the book in exact language of your own.

But you must think as well as read. Reading furnishes you with the material of knowledge. Thinking makes what you read your own. Meditation is to the mind what digestion is to the body. Unless the food be digested it might as well not be eaten. Unless there be mental digestion known as meditation we will derive no benefit from what we read. Therefore, I plead for careful, fatiguing reflection upon what you are reading. Think—think! By dint of will dictate to the brain its task, and secure from it obedience.

Every one should have both a vocation and an avocation. In my youth I knew an old man who had lived his entire life on one farm. He was a farmer, but much more than a farmer. He so gave of himself to the civic interests of his township and revealed such fairness and such intelligence that his fellow-citizens entrusted him through half a century with affairs of the township. He had in his childhood snatches of schooling through five years, and yet through his long life he studied Shakespeare until he became a true master of the subject; he read books on natural history until every flower in the crannied wall, every

plant that grew in nooks and corners of his farm, the flights of birds, the return of the seasons, the lances of the sun above the edge of dark morning, the halting of the sun on the horizon's bar at evening—all nature became to him an open book. The manager of a great religious publishing house, who was once his pastor, declared to me that that man was the most well read individual he had ever known.

There was a teller in a Boston bank who, for an avocation, took up the study of the variable stars. It was to him recreation, something to take his mind away from the perplexities of his exacting bank work. He had great fun at it. And, incidentally, he became a recognized authority in that particular field of astronomy.

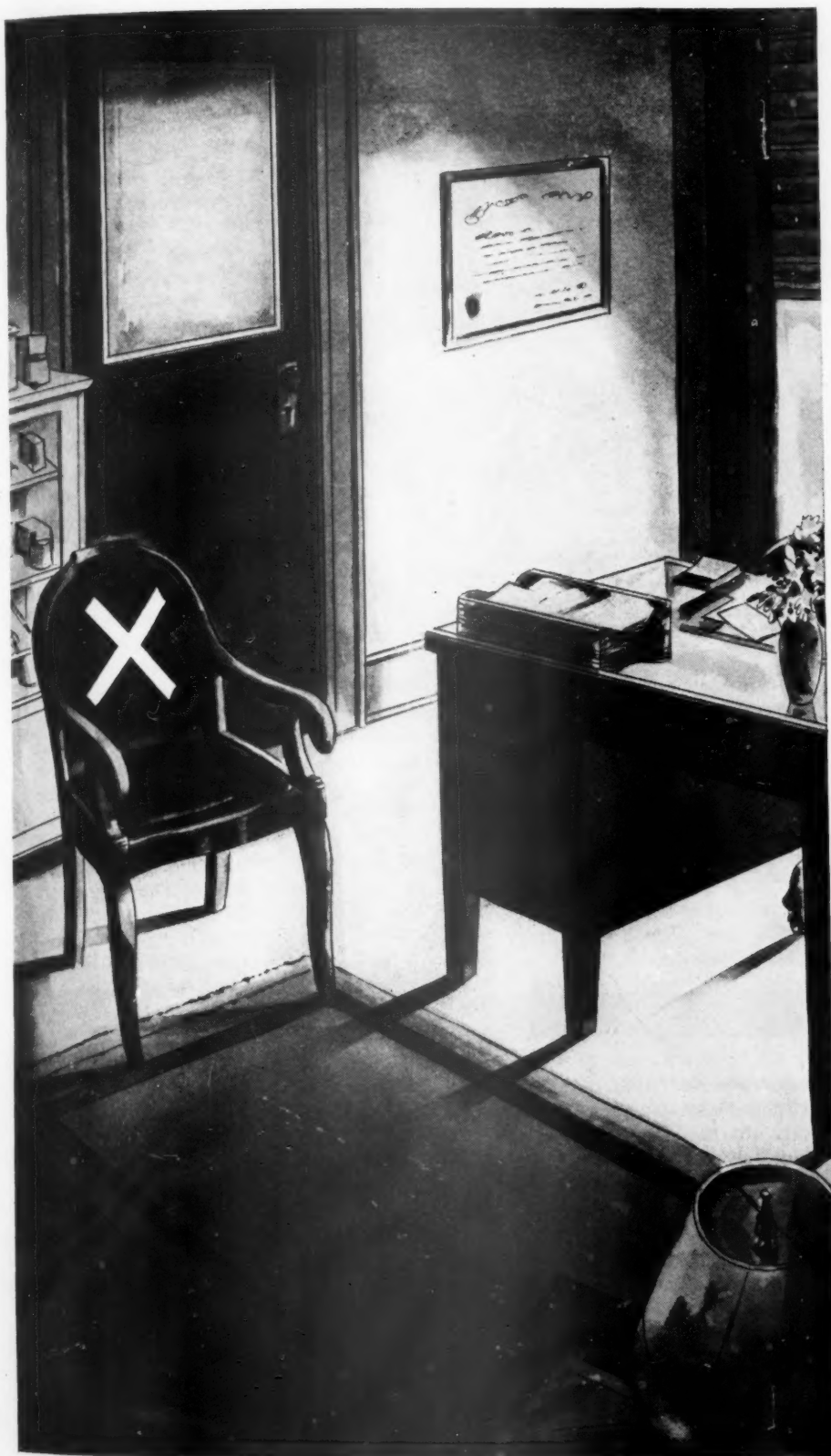
It has been said that 95 per cent of college graduates go out into life without sufficient intellectual interest and maturity to continue their education after they graduate. That is an educational crime. Education is a continuous process, a continuous adjustment of oneself to one's environment. Hence we are never educated in the past tense. It used to be the fashion to say, "I was educated at such and such an institution," or "I finished my education in such and such a year." We do not talk that way now, for we know that the best a college or university can do is to equip us with the tools essential to the pursuit of intellectual life.

The practice of measuring education in terms of semester hours of credit tends to reduce it to a process of intellectual hurdling which carries with it but slight residuum of intellectual values. True education is intellectual life, the more abundant intellectual life—intellectual life that is intelligent and open-minded, balanced and poised, sensitive and courageous, curious and exploring, creative and manipulating, learning and growing. That person who is unaffected by the intellectual and spiritual forces of life is dead. The life that is worth living must keep growing. Adult education must be more than a catch phrase of the hour. Psychologists have demonstrated that we lose only 1 per cent of our memory each year after thirty-five, and that a man seventy years old might still have 65 per cent native retentive capacity. Adulthood should be the period of wisdom and maturity, and hence of greatest intellectual activity.



MARKS THE SPOT

WHERE JIM EGAN'S LIFE WAS SAVED



SITTING in this chair, Jim Egan heard the words that were to save his life.

Jim's wife had brushed aside his objection that he was only temporarily "under the weather"—that his occasional "upsets" were nothing to worry about—and insisted he see his doctor.

So he went, reluctantly—more to humor her than from a conviction that anything was wrong.

The doctor made his examination. He found a heart condition which, if not discovered, might have proved fatal in a few years, or even months! But as Jim left the office he was reassured by the doctor's words, "If you do what I tell you, and follow a few common-sense rules, I can see no reason why you shouldn't live out your normal span of years."

It is natural to think, "heart disease won't pick me out." But the Law of Averages cannot be denied. Of people over 40, one in six now dies of heart disease; in fact, it leads all other diseases as a cause of death. It is a greater threat than cancer, tuberculosis, pneumonia, or any other disease known to medical science.

The alarming number of fatalities caused by heart disease should be reason enough for paying an occasional visit to your doctor. If you take this sensible precaution you have the comforting assurance that no serious trouble is being neglected, and that no condition which might lead to future heart trouble is being ignored.

**PARKE, DAVIS
& COMPANY**

DETROIT, MICHIGAN

*The World's Largest Makers of
Pharmaceutical and Biological Products*

FROM THE CONVENTION

A Report of What Was Said at the Convention of the National Congress of Parents and Teachers

THE speeches and conferences of the Thirty-Ninth Annual Convention of the National Congress of Parents and Teachers, which was held in Miami, April 29 - May 3, contain more inspirational and practical material than can possibly be given in a brief report such as the following. To get the full benefit and enjoyment from such an occasion as the Convention, one should, of course, hear what is said there when it is said. But for most of the membership of the Congress this was, of course, impossible. Full reports of the Convention will be found in the 1935 *Proceedings*, which will be available in a short time from the offices of the National Congress in Washington. The opening speech of the President of the National Congress, the following brief excerpts from speeches made at the Convention, and the accounts of some of the other features of the Convention will serve to point the high lights of this significant gathering.

THE HOME — THE INDEXTONATIONAL LIFE

FEW will disagree with me when I say that the home is the heart of the nation.

Nor will you disagree with the ancient singer who said, "As a man thinketh in his heart, so is he." In like manner, as the homes of a nation think, so will that nation inevitably be. The character of a nation is only the outward and visible sign of the nature and moral fiber of its homemakers. Honesty in a nation and honesty in a home should be and eventually are the same. In the home, the thinking, the talking, the concluding are done, which in the mass become the thought and action of the nation.

Parent-teacher associations are, more than any other organizations in

the world, the representatives of the American home, because they are composed mostly of the people who found and maintain homes for the children of the nation. Viewed in that light, it is imperative that one of our chief objectives should be a constant effort to raise the standard of home life, for—let us not delude ourselves—

in favor with God and his fellow men, and there is established a philosophy of life which makes for happy, healthy, well-adjusted children.

More important than precision of housekeeping is the mother's knowledge of when to subordinate the needs of the home to the needs of its members. The home must be a place where

every one finds pleasure, a measure of freedom to follow his own pursuits, and a sense of hospitality through having the privilege of inviting his own friends to his home. Every mother should give to her home the best that she has, in order to make it an interesting, happy place where not only is the physical life cared for, but the mind is stimulated and the spiritual life fostered and the emotions developed. Not only are the joys and sorrows shared in the successful family, but the bearing of responsibilities as well.

We have formed the habit of rationalizing so much about our shortcomings and blaming the results on the schools, church, or community that it is well for us to look ourselves straight in the eye and see just what our homes are doing for the welfare of the country. Law

observance, interest and active participation in the affairs of government must have their roots in the home soil if they are to grow sturdily. There should be full family participation in the discussions of common interest. Where laws are flouted and there exists a spirit of indifference toward affairs of government, the school and the church have little chance to mold the child into the best type of citizen for the morrow. America's corrupt political systems, her crime waves and topsy-turvy moral code are all directly traceable to home influences.

With war clouds looming in Europe,

THE WHITE HOUSE
WASHINGTON

April 26, 1935.

My dear Mrs. Langworthy:

It gives me such pleasure to send a message to the delegates of the Thirty-ninth Convention of the National Congress of Parents and Teachers.

At this time when the homes of America are greatly in need of stabilizing influences, the theme you have chosen, "The Home - The Index to National Life" is particularly appropriate. I hope that your deliberations will result in stimulating the members of your organization to successful efforts in securing for all children in America the rights and privileges to which they are entitled.

I congratulate you for your past achievements and wish for you a full measure of success in the future.

Very sincerely yours,



Mrs. B. F. Langworthy,
President, National Congress of
Parents and Teachers,
6 North Michigan Avenue,
Chicago, Illinois.

they have real need of being raised.

The very foundation of homemaking rests on recognizing human relationships. Most families represent a variety of dispositions and each mother must prepare her children for human relationships, not only within the family group, but for successful living in the community and the nation. Every child should have a home so rich in the things of the mind and the heart that he will take with him into adult life the memories of a joyous, well-adjusted childhood. In the ideal home, every member gives and thrives and grows in spirit, mind, and body, and

what are we doing in our homes to avert the next war? Few of us had any wish for our country to enter the World War, but having entered it, we worked furiously for an outcome favorable to our country and our boys. We were totally blind to the fact that behind much of the war stimulation was the greed of manufacturers who were accumulating vast fortunes from munitions and supplies. So convinced were we of the righteousness of keeping the world safe for democracy for years after the terrible conflict was over, while we were visiting in the hospitals the physical wrecks of our young manhood, that we felt somewhat disloyal in believing the tales about the industrial urge behind the war and only now our government is giving us the facts about the selling of munitions and who sells them. Now we know, through the investigations that the United States Congress made recently, of the profiteering during the war on the part of munitions makers.

There is not a mother in the country who does not hope constantly for peace, peace the wide world over, with friendships among the peoples of the earth. But that is a secret thing, seldom told to others. In order to make an effect on the family and those who sit and sup with us, we should, indeed we must, know the facts about this idea of security that has so lulled the majority of Americans to sleep. Perhaps there will not be another war, if we know who is trying to begin it, why it would be fought, and who would profit by it.

Besides being the center of other activities, the home must also be the center of cultural activities so that the roots of national culture may go down deep in the soil. Art in many real forms is being promoted in our homes—art for art's sake, and not just to win a prize or be hung in an exhibit. The culture of a nation may be gauged by its use of leisure time, and our homes are attempting to teach us how to use our spare moments to better advantage. The deterioration of the drama may be traced directly to the motion picture, which is obvious, near, and inexpensive. But a new day is dawning for the legitimate drama, and nowhere is this shown more clearly than in the number of dramatic and musical entertainments that are being offered by societies interested in youth. Puppet shows, light operas, and simple plays are with us again, and we can show our appreciation of this new culture by upholding it with our presence and our children's presence provided, of course, that they are old

enough to find drama profitable.

The home makes the first contribution to the child's learning, and it remains the background for education and culture all of his life. Shall our nation be considered by its fellow nations as cultured if we think of education largely as a learning of facts which will enable us to make more money? It is not enough that we lie back on the trite statement that



Mrs. B. F. Langworthy,
President of the National Congress

America is a young nation and that we have had to work so hard for a living that we have no time for culture. The wise parent will see to it that education in the home supplements education in the school, and that his child receives the tools for the acquisition of knowledge which will lead to the more abundant life.

Among the factors contributing to character development and cultural growth, none is more important than music, and we cannot too strongly emphasize its value in the home. There has been music in our midst since the early days of our growth—the old-fashioned singing school which made so many singing hearts and happy marriages kept music in the hearts of our people for generations. The village fiddler, the church organist, the concert singer, all kept alive the joy of music, until now our nation is, as Walt Whitman prophesied, a "singing nation." Our mothersinger, fathersinger, and teachersinger choruses in the parent-teacher associations and similar musical groups are doing much to perpetuate the tradition of song which is our heritage. In all great cities there are orchestras and grand opera; and music exists in all communities,

no matter how small, if only to the accompaniment of a little organ or a tuning fork.

The home as a wellspring of security is something we must work for; we cannot take it for granted. If we would keep our dear ones with us we must study security and safety. Our mania for speed and power has brought us the incredible number of more than a million victims within a year, many of them fatal. A writer in the *Christian Century*, himself robbed of a child by a hit-and-run driver, says, "Will we never hear those children, happy singing children who, somewhere up the road, have a rendezvous with death, and cry to us today, 'Oh, let us live! Let us live!'" No nation can be secure if irresponsible people make its wars, shoot its guns, and drive its motors.

The character of a nation is only the outward and visible sign of the nature and moral fiber of the homemakers. Law observance, regard for the young and the needy, interest in and active participation in the affairs of government, love of mankind—these are all symbols of right thinking in the home.

Let us, therefore, place a new emphasis upon our task as homemakers, considering safety, culture, right thinking, an interest in government and in world affairs as vitally important, never limiting our outlook to the more physical needs of the family, important as those physical needs undoubtedly are.—MARY L. LANGWORTHY, President, National Congress of Parents and Teachers.

THE HOME

"If national life is to be of the right type it must be pure at its source—the home. All children are entitled to a heritage of happiness, usefulness, and spiritual progress, and it is the privilege as well as the duty of parents to see that their children come into their rightful inheritance."—MRS. C. H. THORPE, Sixth Vice-President.

"Home education comprehends all the educational activities that are carried on in and around the home for self-education. It includes the reading of adults and children; study; conversations and family discussions; family and parent reading circles; story-telling; family jaunts to places of educational and historical value; nature walks for children and parents; creative and recreational endeavors to substitute for commercial amusements; visits to museums, to national wonders, and to agricultural developments."—ELLEN C. LOMBARD, Chairman of Home Education.

"Juvenile protection begins in the home, and a combination of homes sponsoring this activity assures juvenile protection in the community. One home can persistently bring this to the local unit, and when a local unit takes hold of a community, the task is done.

"Legislation must be studied in the home, and only by concerted effort of the homes of the community, and all communities throughout the state, can we expect to bring about the proper legislation for child welfare.

"Library service, the greatest blessing of the home, should be made available to every home in every community—city, village, and rural district. The habit of reading the best books, established early in the life of children, carried on through school years, will make up a community of intelligent adults prepared in a large measure for life's duties.

"Safety records show us that the most accidents occur in the home. This alone should bring us up on our toes to work not only through our own department, but through all others, and through every agency which is striving to bring to homes and communities the need for education and constant vigilance to prevent this great sacrifice."—MRS. A. B. SHUTTLEWORTH, *Fourth Vice-President*.

"In the opinion of one writer, 'All art is life made more living, more vital than the average man lives it.' I wonder if this is not really fundamental in producing an attractive home? After all, does not an attractive home result from making life in it more living and more vital day after day?

"There has never been a time when art as one factor in making attractive homes has not been recognized and

applied in some way, varying, of course, with nations, groups, and individuals, from the totem poles of the savage to the art galleries of the palace. But the home attractive, to me, embodies far more than decorative art to improve surroundings. It involves simplicity, balance, unity, orderliness, adaptation to surroundings, the human element, the proper relation of the human and the material elements."—DR. ADELAIDE S. BAYLOR, *Chairman of Homemaking*.

PARENT EDUCATION

"WHEN the Congress started in 1897, only a few mothers attended what was one of the first parent education study groups. Now in the Congress there are 128,000 mothers and fathers, attending study groups. This represents reports from only twenty-seven states. Educators, librarians, ministers, Boy and Girl Scout leaders—in fact, all the forces of the community—are organized to give parents such information as has been collected.

"The modern parent needs this information as it was never needed before. To take just one illustration: In any family in 1897 there was no question of a leader; there was only one head of the family. When a father spoke, the mother nodded assent and the child obeyed immediately. In our

present democratic family, each individual member needs education in order to vote his share in the family policy. A parent who has to handle citizens needs far more technic and a far greater knowledge of human behavior.

"The environment of the child provides so many more things to which he needs to respond that a parent requires the fullest possible training in order to teach the child to respond correctly. If a parent wanted to limit his child's associations in a previous generation, all he needed to do was to tell the child to stay in his own back yard. Now if the parent wishes to cut off the child's outside associations, all he needs to do is to stop his subscriptions to magazines and newspapers, turn off his radio, disconnect his telephone, and turn the traffic away from his door; and a child so treated would be completely handicapped for living.

"It is rather in the selection of those influences which come in contact with our children, now world citizens, that the parent needs to help his children. In order to do this, parents must have a full knowledge of the modern world, and of all of those technics which will enable them to deal with it adequately. . . .

"The public is becoming parent education conscious. People are seeing an even greater need today for parent education when we are in the midst of a social change and new patterns of family and community life are being set up. The attitudes of parents are changing toward this phase of education and they have a better understanding of the help they can get from it. This interest in studying is not limited to mothers but is found in fathers, grandparents, teachers, and others interested in children and young people. More people are attend-

• Mr. James Baird, of Detroit; Dr. T. Luther Purdum, of the University of Michigan; Dr. Carl Schrader, of the Massachusetts State Department of Education; Dr. William McKinley Robinson, chairman of Rural Service; Mr. J. W. Faust, chairman of Recreation; Dr. Thomas Gosling, associate chairman of International Relations; Dr. J. M. Artman, chairman of Character Education—at the National Convention.



ing study groups and meetings, and a larger number of young people are enrolling in pre-parental classes. To meet the resulting demand for leadership, professional training in parent education is being offered and lay leaders are being trained.

"More parents are using parent education literature and source material, and a vast amount of books and magazines, radio programs, and educational motion picture films are available to meet this growing need for information. New researches are being supported and published by colleges and foundations. A professional journal for members of the professions whose work includes any aspect of education in family life and parenthood is now available.

"One of the newest developments is the trend toward the coordination of programs and the organization of a national committee to work out plans for cooperation in state and local committees and to draw up basic programs for guidance. . . .

"Parent education is not just for parents but for any one who has an interest in children or an influence over them—which means it is for all adults."—DR. ADA HART ARLITT, *Chairman of Parent Education*.

"One of the most significant developments in parent education is found in the parents themselves, in the change in their attitude toward this phase of education, and in their understanding of the help they may receive from it. Instead of seeking a recipe for procedure or a solution to a problem, they are asking for information which will help them to anticipate and avoid problems and which will make them adequate to their own situations."—ALICE SOWERS, *Parent Education Specialist*.

"You must do more than just listen to a radio talk on parent education. Unless you put it into practice it is useless. Listen to such talks and then use them for discussion in your study groups."—MRS. JOHN SHARPLESS FOX.

CHARACTER EDUCATION

"AMONG the rarest riches a man may possess is his character. It gives worth and wealth to all it touches. The wealth of a nation lies not in its mountains of precious gold, but in the character of its people. Character will purchase success and happiness of such degree and value as cannot be bought with gold. Character is loyalty to one's best."—MRS. C. H. THORPE, *Sixth Vice-President*.

"The foremost need of our time is good character. Character building is the job of society as a whole, all of its units, institutions, forces, and organs. The press, the stage, the screen, the radio, the club, and even the street mold and build character in thousands



Mrs. W. Sumner Covey,
President of the Florida Congress

of ways. Whatever makes for order, cleanliness, beauty, and decency builds character in the right way. Ugliness, filth, disorder, vulgarity tend to undermine and destroy character. Physical conditions as well as the moral atmosphere of a community affect individual and collective character. . . .

"The P. T. A. must seek to engender fundamental principles for community development and not busy itself merely with goodness as defined by honesty, courage, loyalty. Morality is not individual; it is a matter of community and social life itself. The major problem to combat is a weakness of character, inability to make mental readjustments essential for the new social order. Character education is perhaps the most baffling and complex of all the problems of child development, and a large part of the various committees of the National Congress local units centers about this problem. . . .

"If you are in parent-teacher work in order to miss or avoid your local civic responsibilities your character is mighty short. . . .

"Become strong in the producing of public opinion on important issues."—DR. J. M. ARTMAN, *Chairman of Character Education*.

Dr. Luther Purdum of the University of Michigan explained the guidance and placement of young people which is carried on by his department at the University of Michigan. This plan so impressed the audience that a general desire was expressed to urge all universities to institute a similar plan. It appears to be the newest and most outstanding plan for personal adjustment of young people in this rapidly changing world.

"This is a day of transition, but it is a day of opportunity. A melting world is a terrifying world, but it is a plastic world, waiting to be molded by the people in control. Parents and teachers

are the people in control. One day now is like a thousand years. Choose now the spiritual traits for twenty generations and build them in homes and schools."—DR. BERNARD CLAUSEN, *Pastor, First Baptist Church, Pittsburgh, Pennsylvania*.

LEISURE-TIME ACTIVITIES

"AFTER considering the heavy responsibilities of the home on the other subjects of our department, for a moment we relax when we think of recreation—play, amusement, freedom! All these we want for the home. But almost immediately we take up our work again with the realization that recreation is one of the greatest responsibilities we have—keeping occupied those who are forced into leisure time."—MRS. A. B. SHUTTLEWORTH, *Fourth Vice-President*.

"We have learned that leisure time—the time we are not sleeping, or working to earn our daily bread—when spent in idleness becomes a source of blighting discouragement and black despair, undermines our health, makes us irritable, and gives rise to all sorts of troubles. Fortunately we have also learned that leisure time spent in some worthwhile activity, in worship, in service to others and to our community, in absorbing fun, in recreation, is a deep well of inspiration and satisfaction, keeps us on an even keel, and greatly enriches living.

"One of the best things, perhaps, that we have learned in the past few years is the rediscovery of many of the simple joys of life. We have found again that it is possible to get a great deal of satisfaction and much fun from life without spending money; that fun may be had from simple pleasures—even in such very simple ones as walking, singing, and sociability."—J. W. FAUST, *Chairman of Recreation*.

"Music is as necessary to personal cultural, and spiritual development as are food, clothing, and shelter to physical comfort. Music expresses, as does nothing else, our feelings and emotions and it inspires, refreshes, and recreates the mind with the desire to achieve better living."—MAYME E. IRONS, *Chairman of Music*.

"Recreation is our responsibility, all over the country, in the little schoolhouse and the big, and we must think in terms of a national unified program. . . .

"Motion picture producers have said that they do not produce pictures for children; that they are producing for profit, and not for welfare. After twenty-six years we must take them at their word. We must find some way of having pictures produced for children, distributed and exhibited for children. . . .

"There should be a correlated course of motion picture material to supple-



A scene from *Hansel and Gretel* as presented by the National Music League

ment the textbooks, according to the development of that material. Educators have tried to do that but taxpayers have not allowed them to do it. No one but the P.T.A.'s will be able to bring constant pressure to bear upon all taxpayers, including the motion picture managers, for the right kind of films. . . .

"In Italy there are motion pictures and equipment that service every school, even in the mountains. At regular intervals the films are exchanged. If free textbooks are permissible, it is just as essential that we have films and motion picture equipment. A study recently made at Harvard shows that we can decrease to an irreducible minimum the failures or the repeaters in schools, provided we use suitably selected films at the proper time to supplement the teacher's work with the child. Some states have 10 per cent repeaters, others 15 per cent, and others 50 per cent because of language difficulties or conditions over which the people have little control.

"Recreation pictures for children are not to be produced by Hollywood, generally speaking. They are not to be insipid or stupid films, but are to be the very best that a great country can produce. The big point is that it will be new production, new distribution, and new exhibition by new producers, new distributors, and new exhibitors."—CATHERYNE COOKE GILMAN, *Chairman of Motion Pictures*.

HEALTH

"NO unit is so small that it cannot carry out a health program, nor is any unit so large, important, or self-sufficient that it need not do so. Birth, marriage, and death take place in every community and eventually in every family unit. The continuance of life depends upon physical health. Happiness depends upon mental health and the welfare of home and community depends upon social health."—MRS. M. P. SUMMERS, *Seventh Vice-President*.

"Child health is dependent upon a continuous process—one of growth and development in which nature's own endowment must be aided by protection and supervision. Since each age period is dependent upon what has gone before as well as upon factors found in the present situation, we must build a program which cares for the needs of the entire cycle. This means good prenatal and infant care, healthy growth and development in the preschool years, adequate care for the school child in which school and community share, and protection, supervision, and guidance in the adolescent period at a time when rapid growth and extra strains may take a heavy toll.

"While school and community share with the home the responsibility for factors affecting child health, it is in the home that the child and youth must find real security for his health if he is ever to find it. His satisfactory development depends upon a home in which are found food that is adequate in kind and amount, regularity of habits of sleep and play, wholesome surroundings, adequate medical attention and dental care and other aspects of good physical care. Important to this development are the atmosphere and attitude of the home, which wholesomely and with balance from the earliest days work toward a development in which health is accepted as an ideal to be achieved for the proper enrichment of life."—MARY MURPHY, *Chairman of Child Hygiene*.

"The responsibility for the health of the child is primarily that of the home. At certain times, under certain conditions that responsibility must be shared by the community. The Summer Round-Up of the Children is one of the means by which the community shares with the home the responsibility for protecting the health and happiness of its children.

"Our conception of the Summer Round-Up is gradually changing. We think of it as a twofold project: first,

as a specific project to improve the health of children who will enter school for the first time in the fall; and second, as a broader project to stimulate interest in the health of children of all ages and to develop health consciousness generally to a much greater degree than now exists.

"Increased appreciation in the minds of parents for medical and dental supervision of children, and increased facilities for securing such supervision should be our aim rather than merely an increase in the number of physical corrections.

"We concentrate on the preschool child because the child of this age is about to leave the small protected circle of the home for the larger environment of the school and community with its new hazards and its need of every available health protection.

"When all parents realize the need for continued supervision of the health of their children, when all parents can and will provide such protection, then and not until then will the Summer Round-Up have fulfilled its object. Then and not until then may we expect to see the last Round-Up."—DR. LILLIAN SMITH, *Chairman of Summer Round-Up of the Children*.

"Some time ago an author dedicated a book 'To the first parent to rear a happy child.' Today that book would really be dedicated to hundreds of thousands of parents. One of the main goals in mental hygiene is the production of such happiness, and all parents today are working to be sure that their children have sound mental hygiene.

"In order to be happy the child must have at least the following: a hobby and occupation for his spare time. I once heard a judge say that if one of his worst delinquent boys had had a tool box and a shop to work in, he would never have become delinquent.

"Next on the list would come success in some one field, one thing at least in which the child could be sure of doing as well as or better than other children.

"Absence of fear in the presence of normal life situations is another goal. Fear never helped any one to deal adequately with danger. If you have ever ridden with a driver who was afraid, you know how badly he dealt with traffic.

"Knowing how to meet difficulties, rather than worrying about them, is a good life equipment. Knowledge that the parents respect his individual contribution and do not feel that he is not successful because he cannot be, in everything, as good as each of the neighbor's children is in any one thing, is another help.

"A child has good mental hygiene when he has respect for his own per-

sonality and the personality of others; when he faces facts with a minimum of fear and with a desire to do his best to meet them; when he can get on with people; when he has emotional self-control; and when, finally, he is happy."—DR. ADA HART ARLITT, *Chairman of Parent Education.*

Lectures, classes, and conferences have been sponsored by the twenty-nine states which carried out 826 projects in social hygiene during the last year. Motion pictures have been shown on the subject and information about literature has been given to parents. Literature has been displayed and circulated. A social hygiene program was sponsored by some states.

INTERNATIONAL RELATIONS

"THE members of the National Congress of Parents and Teachers have a keen interest in international relations because any disturbance in the established world order constitutes a threat against every activity which the Congress sponsors. Everything which parents desire and achieve for their children may be of little permanence if these children upon maturity are plunged into the seething cauldron of war.

"There can be no permanent peace without justice and fair dealing. Pacts and covenants fail; treaties are sometimes regarded as mere scraps of paper. The only remaining appeal is to the minds and the hearts of men and women throughout the world.

"If we can teach children to have regard for the rights and the welfare of others, if we can inspire them to love justice and to abhor all thoughts of hatred, jealousy, and hostility toward the people of other lands, we may hope in the course of time to achieve the world peace which we fervently desire.

"It is of little use to attempt to accomplish our purpose by moralizing and by the usual didactic methods. Right attitudes are more likely to be induced by long-continued practice of

right conduct. The problem of parents and teachers, then, is to supply a full program of wholesome activities out of which kindly, friendly, sympathetic, and appreciative attitudes will flow easily and naturally. The best schools are attempting to solve the problem by instituting a comprehensive social and character-building program in which the pupils themselves take the initiative and in which they are active participants.

"If we can keep our faith unimpaired through many adversities and disappointments, we shall witness the gradual evolution of a society in which the ideals of justice will prevail. Then and then only shall we have security."

—DR. THOMAS W. GOSLING, *American Junior Red Cross.*

"Parents and teachers, you have a decided incentive to protect the investments that you are now making in your children against loss by war. . . . War means bringing men together, who otherwise would love each other, to kill each other. . . . War never proves which is wrong. It only proves which is strong. . . . If it is a question of medicine, ask a doctor. If it is a question of law, ask a lawyer. Then if it is a question of war, ask the warrior. The ex-service men oppose war because they know the futility of it. . . . I do believe, however, that we can have peace if we are willing to pay the price, and the price of peace is to give up some of the profits that result from war and the preparation for war."—HON. JOSH LEE, *Congressman from Oklahoma.*

FROM A DELEGATE'S NOTEBOOK

IN opening the conference on "Extending Our Work," Mrs. Noyes Darling Smith, Third Vice-President and Director of the Department of Extension, said:

"The value of the Extension Department of the National Congress is measured by its ability to reach and strengthen the local units which have already been established and to safe-

guard newly developed units. Regardless of the sound philosophy upon which the parent-teacher movement rests, or the intrinsic value of subject-matter committees, or valuable Congress publications, or the ability of field secretaries, or the efficiency and personal power of national, state, and district offices, the worth of this movement to parents, teachers, and children and the appraisal of its value by educators is finally established by the local unit. Each one of the 21,000 local Congress units at each meeting throughout the year makes its definite contribution to the sum total of the success or the failure of the parent-teacher movement."

Greetings and reports should be dispensed with at district conferences. Conduct a conference, not a miniature convention.

According to Miss Frances Hays, Information Secretary, the National Congress has an eight-point program of service as follows: (1) objectives of the National Congress; (2) standing committees' programs; (3) new interpretations of the seven objectives; (4) The Children's Charter; (5) Convention theme; (6) annual resolutions; (7) suggested programs; (8) National President's messages.

In speaking about effective exhibits, at the NATIONAL PARENT-TEACHER MAGAZINE conference, Mrs. John E. Hayes, President of the Idaho Congress of Parents and Teachers, said, "Posters to be effective must make people see, think, believe, and act."

National correspondence course D is very valuable to district and council leaders.

Safeguarding the child from physical harm in this highly mechanical age is a tremendous undertaking, according to Marian Telford, chairman of Safety. Miss Telford stated that:



The colonnade outside the convention hall



The tiled terrace of the Miami Biltmore



The swimming pool at the hotel

(1) automobile accidents alone cost a quarter of a million more per year than education costs; (2) accidents to children in elementary grades are twice as deadly as any one disease; (3) accidents now rank first as the cause of deaths among young people from fifteen to nineteen years of age.

Pamphlets concerning handicapped children may be secured from the Department of Interior, Washington, D. C.

"We seek numbers, not for the sake of numbers but for the strength these numbers give. This strength is needed for the defense of children's rights against selfish interests."—MRS. JAMES FITTS HILL, *President of the Alabama Congress.*

In her conference on membership Miss Mary England said, "I don't know how to talk membership without talking programs." She stressed keeping rather than securing members on the philosophy that "a satisfied customer is the best advertiser." Happy, interested members will bring in others. Miss England stated that we should learn to laugh at ourselves and with others. People must learn to sing, laugh, and play together before they can work together.

Mrs. A. R. Williams, President of the Illinois branch, speaking of report cards, at the high school conference, said: "Success does not mean beating the other fellow, but standing on one's own. Do not discourage a child with a rebuke for poor marks but encourage him to do better next month."

THE CONGRESS THROUGH THE LOOKING-GLASS

"Let the Looking-Glass creatures,
whoever they be,
"Come dine with the Red Queen
and Alice and me!"

THUS ran the invitation across the cover of our banquet program at the Thirty-Ninth Annual Convention of the National Congress.

Written backwards in looking-glass fashion it could be read only with the aid of the small mirror at each place, and the guests, entering into the spirit of the occasion, flashed tiny mirrors and followed the queen of our hearts, the gracious National President, out of the realm of everyday into make-believe-land where we might look at our Congress (really ourselves) with the eyes of Alice, whose adventures "Through the Looking-Glass" have charmed three generations of children the world over.

"The time has come," Mrs. Langworthy admonished, "to think of many

things," and as the program developed we thought of many things, both serious and fanciful, as the mirrors reflected our Congress, its objects and its program of service.

"You may call it nonsense if you like but I've heard nonsense compared with which this would be as sensible as a dictionary," said the genial Membership chairman, as she proceeded to put the guests in a receptive mood.

A new state president reminded us next that "the first thing in a visit is to say, 'How d'ye do,' and to shake hands after the manner of Tweedledum," which we did, eager for our journey.

Our children, too, had their share of attention as the Queen called to the microphone our National Parent Education chairman, who, disagreeing with the text, "Speak roughly to your little boy and beat him when he sneezes," brought to us a realization of what parent education may accomplish for children, then left us with a witty reminder that we "ignore him 'til he wheezes!"

Our morals, our manners, and our troubles attempted in turn to lead the Congress out of the "terribly dark woods" of confusing responsibility. Although they succeeded in giving us serious qualms because "everything has a moral, if only you can find it" and "manners are not taught in lessons," still the extraordinary combination of troubles which beset a state president in the fulfillment of her duties left the guests breathless with laughter, and at the same time aware that the penalties which often loom so large in the eyes of leaders and members alike are, as Alice said, "nothing but a pack of cards" in spite of the frequent threat, "Off with her head!"

"I couldn't help it," said Alibi in poetic strain. "Seven jogged my elbow." In a cleverly phrased rhyme we heard why reports may be missing and why leaders in general may fail in accomplishing what is expected of them—without blame for the leader.

"Well, porpoises are serious and need to be thought about a lot," said a former National President as she presented the purposes of the Congress through a clever intermingling of the conversation between Alice and the Mock Turtle and her own version of the application of Congress purposes.

"When we run with the schools we call that porpoise cooperation."

"Gracious, that's a long name for a porpoise," said Alice.

"Yes, but it is a long porpoise, too! And a big one! It's the one that helps the schools as well as the children. You see, you can't know the schools till you run in and meet them."

"Meet them? I thought we were talking of fish."

"So we were, but you should know

that our porpoises are mete and just."

"Just what?" asked Alice.

"Why, just cooperation with the schools, parent education, and community improvement."

And then a little later we heard the Mock Turtle say, "Love makes the world go around and laws make it go straight."

"Why that confuses me," said Alice. "How can it go round and straight?"

"No confusion at all. You just go straight around and you always come back to a porpoise."

"So that's what we come back to—the porpoises: cooperation, parent education, community improvement. It's a long way around, isn't it?"

"Yes, it is, but we don't mind, because the children are the center of it all, and the more we go round the more people see that the porpoises are true blue."

Another state president came to the microphone and said, "Tell me, please, which way I ought to walk from here."

In the story the cat answered, "That depends where you want to get to."

And the modern Alice answered, "So long as I get somewhere I don't much care."

"Oh, you are sure to do that," said the cat, "if you only walk long enough."

Parent-teacher associations today, like Alice in her bewilderment, are wondering how to carry on in a world so turbulent with cross purposes—or porpoises, as we are calling them.

The Unicorn, representative of public opinion today, said carelessly, as his eye happened to fall on Alice:

"What is this?"

"This is a child," said the representative of the N.C.P.T. "It can talk."

The Unicorn looked dreamily at Alice and said, "Talk, child!"

Then Alice, symbolic of the child today, answered, "I want the highest advantages in mental, moral, physical, and spiritual development. First in my home, then in my community, and then in my state and nation!"

"The future of the N.C.P.T. depends upon the ability of its leaders to interpret the request made by childhood in a parent-teacher program in every community," concluded the speaker.

Publications of the Congress took on definite form and personality as the National chairman gave to them the gift of speech and locomotion. Manual, apparently the head of the Publications family, was made to say, "I am important but not half so important outside as inside."

Alice gasped.

"Yes," continued Manual, "outside a mere cover, but inside heart and brains—brains and heart!"

Manual introduced Alice to the Parent Education Quadruplets: First Yearbook, Second Yearbook, Third



COURTESY FLORIDA EAST COAST RAILWAY

Yearbook, and Fourth Yearbook, and a little fellow named Our Public Schools, with the explanation, "And does he get about and does he work! We have 25,000 of him going places and doing things."

More creatures rallied round and were introduced by Manual as Activities and Projects with the family name Leaflets.

The speaker made us feel that Manual and his great family carried the enchanted Alice away to a new country where all the people were well, where the homes, churches, schools, and libraries were beautiful, and sufficient for every child, a land where the Publications family wielded a real influence.

Alice was much impressed.

"The boys and girls seem to be having such a good time even when they are working in school or helping their fathers and mothers. And what good manners they have," she said.

"Well, the parents know their job as parents," said Manual. "That's how the Parent Education Quadruplets help the family, of course, with the help of our Maggie Zine."

"Is Maggie Zine that beautiful creature who seems to be everywhere at once?" Alice asked.

"Alice," said Manual, "our Maggie has both wisdom and beauty. It's no wonder she's popular! She is, in fact, the outstanding member of the whole family."

Alice looked wistfully at the scene before her. "Oh, it's a beautiful country. Everybody working and playing, everybody healthy and happy. It's a beautiful and wonderful country, but—Manual," Alice whispered, "is it real?"

"No," said Manual, "but it might be."

The Publications vanished, and a favorite National chairman came to admonish, as did the Unicorn, "Now that we've seen each other, if you'll believe in me I'll believe in you," all of which was as good advice as might

be given at that end of a banquet, though he did quite clearly declare that certain qualities of friendship, such as loyalty, tolerance, and unselfishness are as essential to the well-being of the Congress as to individual friendships.

After all, we do believe in one another and as the gracious Queen of Hearts stood to signal that the journey through the looking-glass had ended, 1,500 members and guests pledged new loyalty and faith and friendship to the advancement of the National Congress of Parents and Teachers through the looking-glass and out into the everyday world.

THE SPIRIT OF THE CONVENTION

THE Spirit of the Convention—how can one capture it on paper? As well ask Alice in Wonderland to view herself through the Looking-Glass! The Spirit of the Miami Convention was Beauty and Adventure and Fun and, throughout, the feeling that one could not be seeing the things one saw or doing the things one did, for truly the Congress was in Wonderland.

The first glimpse of Florida to many of the thousand delegates was at dawn. Unforgettable the rosy sky, the banks of clouds forming their own lakes and mountains, the feel, if not the sight, of the Atlantic Ocean as the train sped along through jungle land with trees dripping the long, graceful Spanish moss. Beautiful, too, was Florida in the daytime with its wide avenues of cocoanut palms, date palms, and palmettos and its riot of gay-colored vines and shrubs about the houses of Spanish architecture, its green grass, its flowering hedges, its brilliant tropical sky. Unforgettable the lovely green of the ocean with its foamy waves beating upon the hot white sand and, away at the horizon, the deeper green of the gulf stream, huge ocean-going craft but dots against the horizon. Most beautiful of all was Florida by night under the black velvet sky with the stars of un-

believable size and brilliancy. No one of the delegates can forget the magic of the outdoor performance of "Hansel and Gretel" presented by the National Music League upon the stage in the center of the Biltmore pool—the lovely voices, the delightful scenery and costumes, the throngs of delegates in their gay summer attire, the peaceful ripples of the summer breezes across the pool.

Adventure was the Spirit of the Convention when each afternoon at Recreation Period, delegates swarmed on to the aero-cars for trips to the city of Miami or the beaches. These cars themselves, long, low, blue busses drawn by smaller cars, gave one a feeling of adventure as one shot along the beautiful boulevards. Again the sense of unreality as one viewed the enormous buildings of a boom-time prosperity, and as one looked at the tall trees one felt that those could not be cocoanuts hanging in bunches under the palms and had an almost insane desire to have one fall to see whether or not it was all a dream. Most impressive of all were the Royal Palms growing sixty to seventy feet in height, their tall, slender trunks apparently constructed of smooth gray cement.

Bewilderingly lovely were the flowering shrubs. Now one saw the gorgeous magenta of the bougainvillea rioting over a portico, again it appeared as a beautiful hedge or a clump of bushes. The same was true of the flame-colored royal poinciana. In fact, most tropical shrubs can be trained at will. Lovely indeed to northern eyes were the white and the pink oleanders, the huge crimson hibiscus, the feathery Australian pines.

Unreal again was the sidewalk café of the Roney Plaza Hotel where the Board members were entertained at dinner at small tables with gay-colored covers and huge beach umbrellas. Beautiful was the night as they watched the water sports by champion swimmers in the Roney pool. Lovely was the tree-planting ceremony on Sunday in a tropical grove and delightful was the presidents' luncheon held at the International Airport. Strange it was to be sitting in that gorgeous building of black and chrome and to realize that planes were arriving and departing for Havana, for the Bahamas, for South American ports as regularly and as safely as trains pull out of a railroad station. A thrill indeed it was to see the huge tri-motored planes arrive, disgorging their forty-odd passengers from luxurious compartments.

The Spirit of Fun was everywhere present before and after the long Convention sessions. Dignified members of the National Board splashed around the swimming-pool in the early morn-

ing hours and assisted state presidents who found it easier to get into the pool than out of it. Others equally dignified went wading in the ocean or did a flying trapeze act on the guardropes in the surf. Still others watched with amusement the rose-colored flamingoes—who returned the amused looks—standing on one leg in the Roney Park and the beautiful peacock who had been strutting there turned with screams of shrill laughter and flew away from the onslaught of delegates. Groups met for early breakfast conferences or gathered at tea-time on the broad verandas or strolled across the beautiful grounds. Vermont went lunching with Nebraska, Ohio and Illinois drove with Utah, Florida sponsors sent armfuls of flowers to visiting Board members and gave them the keys to the city. Everywhere was beauty and gaiety for we were under the southern sun where all troubles were forgotten and only camaraderie remained. Even our farewells were not sad for we had learned from our Florida president that "he who has Florida sand in his shoes always returns." And from the bottoms of our hearts we hope so!

CONVENTION AWARDS

MEMBERSHIP BANNER

The membership banner was awarded to *Virginia* which made a gain of 193.4 per cent over the preceding year. *West Virginia* was second with a gain of 91.7 per cent. The highest numerical gain was registered by *Illinois* which added 21,262 members. *Ohio* was second with 20,100.

LIFE MEMBERSHIP CUP

The life membership cup was won by *Ohio*, which secured the most life members during the year.

CERTIFICATES

Certificates were awarded to the following states for special achievement in the 1934 Summer Round-Up Campaign:

Largest percentage of local units carrying through the campaign:

Class A	New Jersey	70 per cent
Class B	North Dakota	93 per cent
Class C	New Hampshire	83 per cent

Largest percentage of children immunized against diphtheria:

Class A	Alabama	51 per cent
Class B	Vermont	49 per cent
Class C	Virginia	58 per cent

Largest percentage of children vaccinated against smallpox:

Class A	Georgia	77 per cent
Class B	North Carolina	73 per cent
Class C	Virginia	88 per cent

Largest percentage of children obtaining medical care who were found to be in need of such care:

Class A	New York	55 per cent
Class B	Massachusetts	95 per cent
Class C	District of Columbia	53 per cent

Largest percentage of children obtaining dental care who were found to be in need of such care:

Class A	New York	49 per cent
Class B	Massachusetts	100 per cent
Class C	New Hampshire	85 per cent

NATIONAL PARENT-TEACHER MAGAZINE AWARDS

Illinois—\$100 for being the first state to send in its quota of subscriptions and for attaining the highest percentage of increase above its quota in its class.

New Mexico—\$100 for being the first state to send in its quota of subscriptions and for attaining the highest percentage of increase above its quota in its class.

Wisconsin—\$50 for being the first state to send in its quota of subscriptions in its class.

Oklahoma—\$50 for attaining the highest percentage of increase above its quota in its class.

Honorable mention to:

Pennsylvania for completing its quota of subscriptions.

New Jersey for an increase in subscriptions each year since 1923.

New Mexico for having the highest percentage of its membership subscribing to the magazine.

District of Columbia for having more subscribers per association than any other branch.

Florida—\$50 for the best slogan published in a state bulletin. The winning slogan is:

THE NATIONAL PARENT-TEACHER MAGAZINE—For the Progressive Home and School.

Honorable mention to:

California for the slogan: THE NATIONAL PARENT-TEACHER MAGAZINE: In Every Home—Friend, Counselor, Guide.

Illinois for the slogan: THE NATIONAL PARENT-TEACHER MAGAZINE: Mutual Interpreter of Home and School.

The judges were:

Miss Ruth Kotinsky, editor of *Parent Education*.

Mr. Robert S. Feeley, director of *Creative Art*.

Mr. C. C. Harvey, editor of *Vitalized School Journalism*.



THE ROAD TO DENTAL HEALTH

(Continued from page 16)

Among the foods containing calcium and phosphorus are such green, leafy vegetables as lettuce, cabbage, celery, and spinach. But the best and most practical dietary source of calcium is the common and inexpensive food, milk, universally and aptly known as our "most nearly perfect food." Because of its abundance in a superior form of calcium, physicians and authorities on nutrition invariably recommend at least a quart of milk a day in some form, either as a beverage or in cooked foods, for every pregnant and nursing mother, and for every growing child. At least a pint a day is advocated for all adults, except for malnourished persons, who need a full quart. This daily quota of milk furnishes a gram of calcium, an amount equivalent to that in one front tooth. The mineral is, of course, utilized throughout the body and not merely in any one place.

This optimum daily quantity of milk does more for human nutrition than provide calcium in its most assimilable form. Milk also supplies an adequate amount of phosphorus; it furnishes an excellent protein to build, repair, and replace body tissue; it offers fat and sugar to meet energy needs; and, finally, it is an all-around source of vitamins, but particularly of vitamins A and G, which are necessary to normal growth, resistance to infections, and general good health. The fact that the softest food makes the hardest teeth may seem paradoxical, but milk in the diet accomplishes this feat.

The value of calcium and phosphorus in any repast is enhanced by the presence of vitamin D, commonly known as the antirachitic vitamin. Milk can be enriched in this substance, but ordinarily it does not contain a sufficient amount to bring about the most efficient deposition of minerals. Unless a special vitamin D milk is available, reliance must be placed on other dietary sources of the vitamin, such as cod-liver oil and other fish oils. In infant feeding it is customary to give antirachitic substances routinely to all babies, whether fed artificially or from the breast. A number of purified concentrates of cod-liver oil and other sources of vitamin D are now procurable, but in most instances they should be employed only as directed by a physician.

Although vitamin D is obtainable from the foods mentioned, it may likewise be stimulated in the human body by the action of sunlight, or its artificial equivalent, on the skin. What happens is that the ultraviolet rays of

undiluted sunlight activate a chemical in the skin known as cholesterol. The same action is produced by certain sun lamps, but these, like viosterol and some other concentrates of vitamin D, are best used only as prescribed by physicians.

Milk contains cholesterol, the provitamin or forerunner of vitamin D, and it may, therefore, be enriched in vitamin D by irradiation with ultraviolet light. Many such special irradiated vitamin D fresh milks are now distributed in numerous communities in the United States, and they have been shown by authoritative clinical research to be effective antirachitics. Evaporated milks containing vitamin D are more generally available. A quart of vitamin D milk is equal in vitamin D effect to the standard dose of three teaspoonfuls of cod-liver oil, besides having the advantage of possessing no flavor or taste except the normal pleasing milk flavor.

In addition to irradiation of pasteurized milk, which is the most practical method of increasing vitamin D in this indispensable food, the vitamin may be augmented in milk by scientific feeding of the producing cattle, using irradiated yeast for the purpose. Many vitamin D milks of this type, usually of certified grade, are also on the market. A third method for producing vitamin D milks is by the addition of a concentrate of the vitamin, or of cod-liver oil, direct to the milk. The various forms of vitamin D milk as now sold are properly labeled, so that the consumer knows what he is getting.

While vitamin D and the lime salts apparently are the primary factors in the production of sound teeth, scientific investigations have shown that another vitamin also plays a part in the development of healthy teeth and gums. This food factor is vitamin C, generally known as the antiscorbutic vitamin because its use in the diet prevents scurvy. The best food sources of vitamin C are the citrus fruits, oranges, lemons, and grapefruit, but it is also obtainable in other fruits, such as ripe bananas and tomatoes, which, strangely enough, are fruits rather than vegetables. Certain vegetables, including potatoes, cabbage, lettuce, and peas, are likewise good sources of this vitamin.

From these facts it is evident that the well-balanced diet needed to prevent tooth decay and to promote strong, well-formed teeth should consist mainly of such protective foods as milk, butter, cream, cheese, and other dairy products, and of fruits and green leafy vegetables. If vitamin D milk cannot be secured, this dietary regimen should be supplemented with cod-liver oil or some other reliable source of vitamin D.

If these protective foods are the foundation of the sensible diet, the desires of the appetite may be permitted to fulfill all other bodily needs. Whatever else is consumed, whether in the form of sugars, starches, cereals, meats, or any other victuals, there will be no detrimental effect upon the teeth of children or adults, as long as they have the benefits of this rational basic fare of milk, fruits, and green vegetables.

ALTHOUGH a proper diet is now recognized as the most important feature of dental hygiene, and has been demonstrated by many extensive tests to be the primary factor in securing and keeping good teeth, mouth hygiene and cleanliness are also desirable. The slogan that "a clean tooth never decays" has long since been proved to have been grossly exaggerated, for it is the strong, well-fed tooth that really resists decay, but regular brushing of the teeth will always be worth while for hygienic as well as for aesthetic reasons. The parent who insists merely upon cleanliness of the teeth and neglects the diet of the child fails, however, to take cognizance of relative values in modern dental hygiene.

Preventive dentistry is another significant factor in the preservation and care of the teeth. All children should be taken on regular visits to the dentist, preferably at intervals of six months, in order that the teeth may be looked over and any small or incipient cavities filled. Attention to a small cavity at its beginning may avert the development of a larger one later, although the continuous employment of a diet of protective foods will often bring about complete correction of small dental defects.

Although the permanent set of thirty-two teeth does not form until after the sixth year of life and these teeth generally are not complete until the end of the teens, they are in the process of formation from birth onward. The first or temporary teeth need and deserve as much care as should customarily be given to the permanent teeth.

If all persons, and especially parents, would endeavor to follow these well-established principles: (1) a proper diet built around the protective foods, (2) regular preventive dentistry, and (3) oral cleanliness, dental defects would be much less prevalent than they are today. It has been reliably estimated that nearly 90 per cent of all American children show tooth defects of some degree. Application of the knowledge of modern dental hygiene could easily reduce this incidence and assure to practically all children in this country healthy and beautiful teeth.



PROTECT YOUR BABY



with foods ⁽⁵⁷⁾
you know
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GIVE baby the food values your doctor wants him to have! Give him Heinz Strained Foods—and play safe! For Heinz Baby Foods bear the Seal of Acceptance of the American Medical Association's Committee on Foods. Ask Doctor. He knows that prepared foods which have been accepted by the Committee can be relied on for desired nutritional values.

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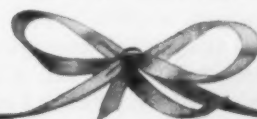
HEINZ STRAINED FOODS for Baby



9 KINDS—1. Strained Vegetable Soup. 2. Peas. 3. Green Beans. 4. Spinach. 5. Carrots. 6. Tomatoes. 7. Beets. 8. Prunes. 9. Cereal.

GET THIS BABY DIET BOOK

The new book "Modern Guardians of Your Baby's Health", contains many up-to-date facts regarding the various vitamins and mineral salts. Also information on infant care and feeding. Send labels from 3 tins of Heinz Strained Foods or 10 cents. Address H. J. Heinz Company, Dept. NP207, Pittsburgh, Pa.



THE CIRCUS COMES TO TOWN

(Continued from page 7)

needed home for aged troupers, made a reality by the Ringling interests.

Yet a visit to a circus functions comparatively weakly if only entertainment is the objective. I have often discussed the educational values of the circus with prominent educators and with classroom teachers whose opinions were the result of careful thought and observation. It is generally agreed that a glorious annual event like circus day should not be turned into a mere educational exploitation. But it is also agreed that the more the child—or adult—understands about the circus, the greater will be its charm and the more value will be received for the time spent.

The classical transfer comes in the customary barn, cellar, or attic imitation of the charming young man on the flying trapeze. Failing this, clowning. The trapeze is good enough exercise, though broken heads are not uncommon. Clowning could bring out dramatic talent, though it is more likely to consist of a Pagliacci costume, a few queer throaty noises, and absurd rolling about the ground.

My objection to the average child's visit to the circus is that he does not know what there is to see, nor understand what he does see. He is not prepared in advance nor helped to appreciate the event by subsequent discussion.

It is, to me at any rate, sad to find children perfectly enthralled by the amusing acts of a cage of ordinary monkeys or charmed by the colors of tropical birds or thrilled by the apparent affection of a pair of love birds while, almost deserted, stand rare and valuable creatures like hippopotamuses, rhinoceroses, giraffes. Why, for example, is the "hippo" called "The Blood-Sweating Behemoth of Holy Writ?" Where and how does it live? And why must the giraffe be considered useful principally as a twist to sore-throat wisecracks? Why should a magnificent tiger, the envy of every zoo and other circus owner, cry, "All alone,"—and if you listen, you'll realize that that is his call—and be telling the truth?

Yet menageries make books alive and bring thoughts and facts about other lands or even our own land to mind, if only permitted to do so. I have always thought circuses should have, instead of the present program driven on animals, some persons, like the lecturers in the side shows, to tell the children more about the animals and where they come from. And I can further conceive of circus art attempting to show the animal, through cage construction and decoration, a little more in his native habitat. I have at

hand old programs of the Van Amburgh and the Barnum circuses. Their animal material was better than what we find at present and I have so written in professional magazines.

Mechanical devices. If you know where to look, circuses abound in labor-saving devices and efficiency methods. When the wire, "Load poles to caboose," is received at the community where the show is being taken



A real clown is a truly great artist

down, the efficiency begins—for that is the direction in which the wagons must leave the elongated flat cars at the next stand. There are spool wagons, wagons on which whole grandstands are erected by pulling a chain or two; devices for holding wagon tongues firmly but releasing them instantly; whole restaurants that are on the way to the runs not so many minutes after the evening meal is completed. It was even said of one circus owner that he was always measuring his wagons and train to see if he could pack more show into the same space.

Business methods. Circus men probably taught the investment services the importance of reports on local conditions. No other business reveals such high degree of organization. Nor such shrewdness.

Sales methods. Men like Roland Butler of the Ringling organization systematize their forces to produce more sales results in two weeks than most executives in other fields produce in a year. Few except the elect know that Roland Butler also is probably the best artist depicting white top scenes. But look on any billboard or wherever else circus art is found and you will see a gallery of Butlers. The amazing Dexter Fellows, not Easter costumes, is the true harbinger of spring in New York City.

And when it comes to qualities of bravery, unselfishness, human kindness, you need go no further than the white tops to find all the examples you could wish. I have seen funds given liberally from slender purses to help some old-timer whom hardly a person

on the lot ever knew. The accepted risk of circus performers in most important acts, whether in the air, on the ground, or in the animal cage, are revealed only when accident occurs—and the show goes on with a smile on its lips and a heartbreak concealed beneath a flashing costume.

Stick-to-it-iveness! It was just a few weeks ago that a large circus defeated a lot which was literally a temporary swamp. Even the manager plunged into the mess. And the performance given was adequate and on time. Mired wagons required eight elephants to move them. But the circus carried on—a thing modern youth would well learn, if the present prospects for the future of youth are to continue.

Kindness to animals is not too much the practice of many a child or adult. But in the circus tents you find this habit heavily stressed. There has been a queer tradition that animal training is done by torture. The only animal trainer I have ever seen whom I suspected of such practices found himself, as I watched his show one evening, flat on his back and lucky to escape alive from his infuriated troupe. The trainer tradition seems to be one of practical animal psychology plus real affection for the animals. On the other hand, attributing human thoughts or actions to animals is something that gets on the nerves of true circus people, even circus publicists, whose exaggerations have always been considered quite proper and permissible within certain limitations. Never, furthermore, let us forget the circus horses and the clever drivers. Did you ever hear of the famous forty-horse hitch?

Home and family life. Strange as it may seem, the family is probably the central social unit in the higher society of the circus. If you are admitted to the "back yard," this is about the first thing you realize. Furthermore it seems quite amazing how much home life a performer can have between the circus back yard and his own tiny home on the long trains or his quite distinctively individual trailer on a truck show. The back yard abounds in clubs, golf groups, Isaac Waltons. Wives take jobs to be with their husbands. An important executive's wife may have charge of a reserve seat gate or she may be in the wardrobe department or even riding ménage—and the home idea retained. It is also well known that circus morals are much above the general community averages.

AROUND the circus has been built a highly entertaining literature. Most of it is well worth reading. Betty Boyd Bell told her own little story. Edwin P. Norwood created a boy who was

the happy guest of the mightiest circus of all time. Old-timers, sometimes violating many of the more unimportant traditions of literature, have told their various tales which are, after all, the history of this country as seen from the "front door" and elsewhere in the caravans. Gil Robinson's story is history in the form of simple facts simply told. "Lord" George Sanger, in England, presented the best description of a smallpox epidemic in literature. Earl Chapin May revived long-forgotten Connecticut and New York state history in his researches on old-time circus owners. A few writers have tried to be sophisticated or simply filthy and have been highly criticized by circus people and fans. A few have let their imaginations run wild and fictionized supposed facts. The literature, like the circus personnel, is international. Paul Eipper probably wrote the greatest of all circus books in his *Circus*.

Collecting books on the circus is a fascinating and not too expensive hobby. And the texts are enthralling.

Collecting circusana has never become as profitable as philately. But the material is more scarce and to me much more interesting. Stamp collecting has its values but these are too often swamped by a certain spirit which invades too many naturally acquisitive persons who let the hobby ride them instead of riding the hobby. Collectors of circusana have two characteristics: First, they are eager to keep from destruction and oblivion materials which are historically valuable; second, they are glad to give others full advantage of their accumulations. The finest assemblage is probably owned by a famous lawyer in San Antonio, Texas.

Circusana include various posters, programs, songbooks, photographs of personages and equipment, lithographs of the Currier and Ives era, and models of varying degrees of ambitiousness. My own model is of a whole circus on the lot, an unusually small scale being used. Other model makers specialize on trains, wagons, tents, and other sectors, often working on a large scale and with great detail. No industrial project has more opportunities for display of skill, inventiveness, and artistic ability.

I have visited many classrooms where circus projects were used in one form or another. One of the best was in a school for the deaf where Felix, King of Clowns, is considered nearly as important as the President. And the famous Fox Meadow School held a circus day of its own with a circus of amazing quality, Uncle Bob Sherwood for a special feature, and a model circus and collection of circusana thrown in for good measure. The large and enthusiastic attendance was am-

ple proof of parental approval. Nor was there any doubt but that the children were learning really to appreciate a circus. In the Horace Mann School, much approval was given by children, teachers, and parents to visits from the owner of a real wild west show, accompanied by real Indians, including Little Sunshine, who is still fondly remembered; to visits from a well-known theater and circus publicist who later wrote an outstanding article for the *National Geographic Magazine* on circuses; to certain famous "Joeys" who, not hurried by any ringmaster's whistle, showed clowning at its best to critical professorial audiences; and to various classroom projects, planned for circus season, coming from the interest of the children themselves in the outstanding American amusement. And, in many a city, circus day, by popular acclaim, has become a legal school holiday, when it comes during the school session.

Parents will probably ask themselves, "Very well. What about circus children? How does the life influence them?" Perhaps the best answer comes through considering the environment and the products.

Circus folk are cosmopolitan, have widely diversified interests, and the



How many people realize how rare and valuable a fellow like this is?

back yard is a League of Nations. The immortal ideal is the unparalleled Lillian Leitzel, world-famed, the greatest aerialist of all time but also a most cultured person and a musician of worth. Miss Leitzel was social leader of the circus. She was also the schoolteacher, the servant and friend of all. Captain Curtis, a famous lot superintendent, is a living historian of America, though he may prefer to talk of his pecan groves or show you his newest labor saver.

Betty Boyd Bell and some of the children who have grown up in the circus atmosphere are as fine youngsters as you meet anywhere. You will, furthermore, find among the circus leaders of today, the circus children of yesterday. And I am sure Joe Siegrist won't mind if I tell about him.

Joe comes from the circus "Four

Hundred." You have probably seen him flying through the air to the hands of some trusted catcher. I have met Joe on the lot. I have entertained him in my home. I have learned his philosophy of life and his ambitions. Joe, for example, always wanted to go far in his chosen field. And so, when the other fellows played and loafed, Joe did extra work, selling side show tickets, studying how the train was loaded, making himself a human sponge for absorbing information, learning the straight and narrow pathway was wisest. Today Joe is using every bit of this information, plus a pleasing personality and an excellent mind, as an executive in his chosen field. His personality? The modest and extremely agreeable, informal, friendly one we all like and which is, I believe, characteristic of a circus background. It's the "May Firsts" or newcomers to the big tops that give you a different idea about the Spangleland School of Personality Development. You won't find any more agreeable or worthwhile people anywhere than real diplomats of this educational institution.

It's interesting, too, when the word comes, "He's one of us," how you are urged to visit a brother or close friend on another show. Circus friends understand the true meaning of the word.

Summing up the situation, we find that the circus as entertainment has almost universal approval for children of suitable age—and that age begins young. We find the more progressive schools using the circus as the basis for something in the relation of a social unit or sometimes as a special project. However, it is altogether customary to find that a child can attend a circus performance, or even watch the circus unload and rise mushroom-like on some vacant lot, without realizing, except in a superficial way, what is actually being accomplished or what a multitude of values the circus has to reveal to the intelligently interested.

But, of course, it is this very multitude of charms, interests, and values that make the circus, if nothing more, the amusement of universal interest. Perhaps that is all a great many persons, parents and children, want it to be. And yet, when other fans and I reveal our interest in the circus, we find ourselves swamped with eager questions about the very interests outlined in this article.

Suppose we leave it this way: As elsewhere in life, the more of yourself you give to any proposition, the more you get from it. And the circus is one way, a very interesting way to add important values, other than sheer amusement, to young minds in bodies from a few years to several score years.

PEP UP THAT PORCH

(Continued from page 23)

found a good-looking standing lamp with an especially heavy base and small solid shade which won't be easily blown over in the wind. This plugs into an electric outlet which was put into the baseboard of the wall, and made double, so that a toaster, chafing dish, or other appliance can be used at the same time for little suppers which aren't too fussy.

THE furniture was the hardest problem of all. There were so many things which could be done. Young Bob was for sprucing up the old furniture, and he could have done it, too. If the joints had been reglued, new fabric put on the seats, and the frames painted, it would have been quite presentable. However, the pieces were so widely varied in style, and would have required so much time and money, especially for the upholstering, that the renovating idea was abandoned. Etta had her heart set on something with a modern flair, and John felt that here they could splurge a bit. As a matter of fact, wonderful furniture can be had nowadays for remarkably little. So new furniture was the verdict.

When the family started out on a shopping quest, I was taken along as an impartial arbiter. The first thing we saw was a set of rustic furniture. It not only had the outdoor effect, but it was very well constructed and in design far ahead of the clumsy rustic ware to which I was accustomed. Nice as it was, however, it didn't quite fit in with the character of the porch. We decided to keep it in mind for possible future use in the garden.

The next discovery was a wicker set. This was even more tempting. Certainly it was perfectly appropriate. The lines were smart, and the general coloring of the covers gay and cheerful. Still, it wasn't quite what we wanted, for although it fitted into our particular scheme very nicely, as it would have into most modern combinations, it would not have helped to develop it.

The moment we saw the set in the picture, we approved unanimously. It's just one of the many fine types of metal porch or garden furniture to be found today. It's hard to know whether this is actually for garden or porch use. As a matter of fact, that's one of its many advantages, and if one should happen to take it out into the garden and forget to bring it in during a shower, it would not be hurt in the least. There is no question of its

durability in point of time or resistance to hard knocks. And it's just as comfortable as it looks. The spreading rubber feet keep the legs from poking into the lawn or scratching the paint on the porch floor. The color was just one of those accidents. The white with jade green trim isn't so unusual in modern things but these shades looked as though they had been made to order.

The porch swing was the only old piece which Bob had the opportunity to fix. He tightened the springs and repainted the frame, and Etta recovered it with some chintz which she already had. That part, of course, is only temporary. Eventually, it's to be covered in Fabrikoid, a new material which is washable, amazingly durable, and comes in the loveliest textures and tones you ever saw. As a matter of fact, all of the porch cushions are covered in new material which is waterproof and sunfast in color. They're a vast improvement over the old ones which were never made for outside use, grew faded and disreputable, and if left out in damp weather, were clammy for days after. Moreover, these new cushions will stand hard use, always an important consideration in any household which includes four children.

John was inspired (according to Etta) when he thought of fencing off the far end of the porch for an outdoor playroom for the two youngest children. Even in rainy weather that corner is quite well protected from storms and Etta is saved a number of trying hours of taking care of youngsters fretting indoors because of the weather. Eating out of doors is a never-ending thrill, and on nice days their lunch is brought out on a tray and set up on the little table, which boasts a base that is really a chest for stowing away the smaller toys.

The rug for that end of the porch may strike you as unusual, too. It should. That was once a dining room rug. The nap was worn in spots, and it was finally replaced, and brought out to the porch to be used on the wrong side. Etta and Julie painted the back which makes a good surface for the children to play on. They had to use a fabric paint, of course, since regular paint would have made it stiff and apt to crack. Julie painted several games on it, and it is now a combination mat and game board!

The final and proudest achievement in the whole operation was the wide upright cupboard or catch-all standing along the wall. The whole family had a hand in its making, and it's the most

useful object on the porch—an invention sponsored by Mother Necessity and aided by Mother Etta. It does away with any excuse for littering the porch and house with rubbers, baseball equipment, small garden tools, and the hundred and one other items which need a convenient repository. In this way, they never get into the house. There's a place for each and every one of them right here in this cupboard. The construction of it was in the hands of John and Bob, who consulted with Etta on design and practicality. The result was so pleasing that it's been made a feature of the porch composition. To emphasize it, the general color was made a light yellow which of course gives a relieving accent to the white and green scheme. Julie's hand is seen in the artistic spots of simple stencil decoration on the doors.

SUCH is the story of the rejuvenation of the Martins' porch. In the process of creating a lovely adjunct to their home, they have acquired a source of convenience and pleasure. Little Jimmy and Sue have a safe, healthy place for play. Etta has a cool spot for the summer meeting of her club and informal teas and P. T. A. committee meetings. John has a place which is ideal for after-dinner relaxation and reading. Bob and Julie can bring their young friends over occasionally for outdoor suppers and dancing. It's a place to be proud of. And the whole family has a pardonable pride in the result and in the fact that they did most of it themselves.

There are thousands of porches which could be revived to new use and beauty as this one was. They serve little or no purpose now and are generally unattractive. It does not require genius or wizardry or even great financial expense. The transformation may be effected in easy stages. Any one can do it who will put a little thought into devising a scheme of improvement and some effort into carrying it out. The main essentials are really the vision to see possibilities, and the initiative to accomplish them.



"TO HAVE TO GO TO BED . . ."

(Continued from page 21)

mother then turned out the light, shut the door, and went downstairs. One night as the mother was closing the door, Mary cried out. When her mother went back, Mary said, "Don't turn out the light. There are bears in the dark. Louise said so." Her mother remarked calmly that there weren't any bears in the dark, but that she would leave the door open and the hall light on. The next night the same outcry came, and the mother did the same thing—left the hall door open and the light on. For almost two weeks the same procedure went on. Then one night Mary said in a matter-of-fact tone, "I know there aren't any bears in the dark, Mother, and you can just turn out the light and shut the door!" The mother in relating the incident said, "I was quite aware when I began that I might be starting a bad habit, but she was frightened and I knew I must reassure her." Of course, the mother was entirely right. Children do not usually get over fears except with help from somebody else, and they do need, indeed must have, a sense of security.

YOUR SECOND SPRING

(Continued from page 14)

you can have flowers and a playing field both—fine and dandy. But if you must choose between them the latter is much more important. Take that money you intended to spend on a new car and invest it in a tennis court, volley ball, and badminton outfits, an archery set, and every kind of a game you and your children will enjoy playing. You'll lop ten years off your age this summer. And it need not end with summer. Many of the games can be moved into the basement for winter evenings. Get back that graceful, athletic figure you used to admire so much in those early twenties. Develop a joyous spirit that nothing can daunt and lay the foundation for the good society which America still dreams of achieving. Leave the bridge club and the radio for the old and the childless. *You stay young with your children.*



EASY SUPPERS FOR SUMMER NIGHTS

VACATION days are here again, and no vacation is really complete for young people without parties, a thought which all too often makes even the most willing of parents groan inwardly. Poor Mother resigns herself to the fact that the party will probably be an evening affair, that her whole day will be spent in a hot kitchen, and that by the time her young hopeful rushes in with the gang, to enjoy the "informal" supper, she will be too tired to be pleasant or civil to the guests, and too resentful and martyred to care! At the same time, she will try to comfort herself with the thought that all this will help her daughter to be the sort of hostess she should be, and that perhaps it's worth the price of her whole day.

Simple menus which can be handled easily are the keynote. If the evenings are still cool, one hot dish is a good starter. Spaghetti with tomato and meat sauce may not be original, but it is generally enjoyed, particularly with a big bowl of green salad, Italian style. And perhaps some breadsticks, to carry out the continental flavor, and grapejuice on the side. There is an Italian spaghetti on the market now, made of whole-wheat, which must be cooked longer but has a delicious nutty taste. And as for the salad, why not try this? Crisp green lettuce, the small dark green leaves of new spinach, cucumbers, sliced very thin with the dark green skin left on, and radishes, also in slices with the red showing, and a good French dressing.

Another time-honored combination, but one which is always successful, is a meat loaf of ground beef or veal or lamb, served hot or cold as the weather dictates. With this, serve vegetable salad, dressed up and made festive by putting it in the center of a jellied tomato ring, or else into fresh tomatoes, which have been peeled and scooped out.

Glorified sandwiches are original, simple, and filling. If you have a double sandwich toaster, so much the

better. The sandwiches can be made beforehand, and cooked right on the supper table, and the young guests invariably enjoy doing it. A filler of meat and a slice of cheese are thus transformed into a creation! If you haven't a toaster, simply make open-face sandwiches, and pop them under the broiler at the last minute. Take thick slices of bread, butter well, cover slices of tomato with slices of cheese, and top with a strip of bacon. Broil these until the cheese is melted and the bacon crisp, and the guests will rave. These can be varied by regulation hamburgers. And here's a whole meal in the sandwich line, which doesn't even require toasting. It's built on the double-decker principle, with tomato and peanut butter in the first story, and crisp bacon and lettuce in the second, using real brown bread.

If a salad is not included in the main part of the supper, a fruit salad makes the perfect dessert. Try this one. Take large, halved pears, stuff them with cottage cheese or cream cheese, and then press into the top grapes, seeded, peeled, and cut in half, so that the top looks like a very tidy little bunch of grapes.

The classic wind-up, of course, is strawberry shortcake, and should be made in the good old-fashioned way, with biscuit dough, baked in a cake pan, and then split. And by the way, if you have difficulty splitting the shortcake when it comes out of the oven, try dividing the dough and putting it into the pan in two layers, with just the tiniest bit of flour between.

Of course none of these suggestions is overwhelmingly original, but all of them can be worked out easily, and much of the preparation can be done far enough ahead to prevent the work of complicated entertaining. Just work out some combination of this sort with the young hostess, help her to prepare it, and let the young guests serve themselves. They won't mind. They like it, if the truth were known.

What Do You Think?

The following questions are taken up in this issue of the NATIONAL PARENT-TEACHER MAGAZINE. To verify your answers, turn to the pages whose numbers are given in *italics* following the questions.

1. What are some of the things which mothers do which are apt to alienate their adolescent daughters? 9.
2. How can one avoid some of the worst discomforts of the "dog days"? 11.
3. What may be some of the reasons why a five-year-old is slow in dressing and has to be hurried often? 12.
4. Why should we allow children to do things for themselves, even though such procedure may involve quite a number of failures for them before they achieve success? 17.
5. How can a habit of reading to profit be formed? 24.
6. What is the home's responsibility toward law observance and the welfare of the country? 26.
7. What foods are necessary to the building of good, healthy teeth? 34-35.
8. What valuable lessons along various lines can one learn from the circus? 36.

OTHER PEOPLE'S CHILDREN

WE ALL get the urge at times to tell our relatives or our friends just what they ought to do to make Johnnie a nicer child to have around. While the idea may come to us because at the moment we are exasperated at something Johnnie has done, the idea is really a good one! Both the parent and the child may be happier because of a better understanding.

It's possible to help other parents to help themselves in this complex job of parenthood, and to do it without preaching.

Have you ever thought of leaving your copy of the NATIONAL PARENT-TEACHER MAGAZINE lying around where your visitors can pick it up—or better still of giving subscriptions as gifts?

As you think of some of the recent issues can't you picture the folks you wish could read these articles? for instance—

How to Deal with the Angry Child
Sunburn or Sun Tan?
Hobbies for Boys and Girls
Daydreams
Helping the Child to Dress Himself
Rest and Sleep in Summer
Summer-Time—a Healthy Time for Babies

Many of these apply right this summer. Others look forward to fall, such as

PREPARING FOR THE FIRST DAY OF SCHOOL

and this preparation can't be put off until the week before school opens!

As these articles indicate, there is always interesting, helpful material in every issue for those who really want to KNOW and to DO.

While you are thinking about this why not subscribe for that relative or friend who the other day said, "I just don't know what I'll do." The blank is handy. Fill it in and mail to

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IN MEMORIAM

AS THIS issue of the magazine goes to press, the sad news has come of the passing of two members of the Board of Managers of the National Congress of Parents and Teachers and of a distinguished member of the newly created Advisory Council. Mrs. Joseph Mumford, Honorary Vice-President, died on May 9, in New Britain, Connecticut; Mrs. Charles H. Cooley, President of the New Jersey Congress, passed away on May 21 at her home in Pennington; and Jane Addams died on May 21 in Chicago.

Mrs. Mumford was born in New Britain, Connecticut, on May 9, 1842, and died on her ninety-third birthday. She attended the first meeting of the National Congress of Mothers in 1897, served as vice-president from 1897 to 1900, and since then as an honorary vice-president. She also served on the board of *Child Welfare*, now known as *THE NATIONAL PARENT-TEACHER MAGAZINE*. During the World War Mrs. Mumford spent much of her time at the recreation center for soldiers which the Congress maintained in Washington. For nearly seventy years she lived in Philadelphia, where she occupied a commanding place among the clubwomen of the city, being known there as a tireless worker for health and sanitation, clean streets, pure water, and good government in all forms. Asked to review her public work a few years ago, Mrs. Mumford replied, "However much public work I have done, the thing that counts most for the world is what I have done for my own children in my own home."

Mrs. Cooley was serving her second term as President of the New Jersey Congress, having been elected in 1932. Formerly editor of the *New Jersey Parent-Teacher Bulletin*, she taught twenty-two years in the public schools, ten of these in the New Jersey State Normal School. She had returned from the Congress Convention in Miami a short time before her death.

Jane Addams died after a life which may truly be characterized as one of service. Through her many years at Hull House she devoted herself to promoting peace and greater understanding not only among nations but among individual groups and in families as well. She is universally mourned as she was universally loved and admired for her selflessness, her depth of understanding, and her compassion. It should be a source of gratification to the many members of the National Congress that because of her great interest in its work she was willing, busy as she was, to serve on its Advisory Council.

A MOTION PICTURE PROGRAM EVALUATED

by CATHERYNE COOKE GILMAN

From an Actual Conference on the Motion Picture Program of a Council of Parent-Teacher Associations

"WE have invited you to confer with us about our motion picture program," said the chairman of the Motion Picture committee of a council of parent-teacher associations to the Motion Picture chairman of the National Congress of Parents and Teachers.

"With your permission, I will introduce the members of the committee and tell you just what we have been doing. We want your opinion on it and hope you will make suggestions to improve our plan."

"I am very much interested," responded the National chairman. "Please proceed just as you would like."

"Thank you. The two ladies at my right and the two gentlemen at my left are members of the committee and all are presidents of parent-teacher associations in the city. The superintendent of schools, sitting next, is not a member of the committee; but, as you know, he is the president of our city council of parent-teacher associations. The gentleman to your left is the representative of the chain theaters in the city, and the one to your right, the manager of the Arco, the theater in which we have our programs on Saturday mornings. These two men have been most cooperative. In fact, we could not have done our work without them. I am, as you know, the principal of the junior high school and chairman of the Motion Picture committee of the council."

"I consider it an opportunity to discuss your plans with you," responded the National chairman, "and will ask questions to clarify points."

"Perhaps I should tell you," continued the council chairman, "that we tried first to interest all of the neighborhood theaters in cooperating with us, but the managers claimed they could not give us special pictures because they could not get enough good pictures to provide us with a complete program every Saturday morning. We wanted a program of

suitable pictures every week, and we wanted to select our own films."

"The neighborhood theater men were evidently independents," suggested the National chairman.

"Yes, they claimed their contracts forced them to take all of the pictures or none from the companies from which they purchased them and that they had to show them at a specified time and could not shift them so as to be sure of providing a regular series of films suitable for our use. This caused us to turn to the Arco on which we have concentrated our efforts and from which we have had splendid service."

"I assume from what you have said that your plan consists of previewing films, selecting and arranging programs, and stimulating attendance at the Arco Theater. Is that it?"

"Yes, this committee goes every week to the theater after the last show and the manager gives us a special showing of the available films from which we make our selection. We give a great deal of time and thought to it."

"I can testify to that," remarked the Arco manager. "It never seems too late nor are they ever too tired to see one more film."

"Have you more than one theater?" asked the National chairman of the chain theater representative.

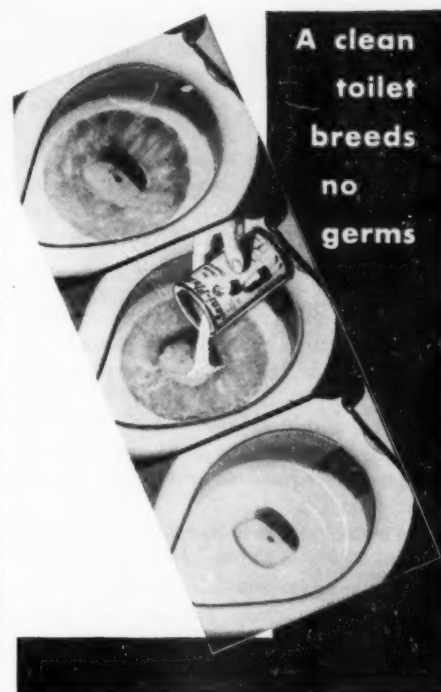
"I manage four belonging to the chain and have three of my own."

"You have an advantage over the independent theater managers," continued the National chairman.

"I should say it gives me a distinct advantage," answered the representative.

"Is it true that the producers and distributors encourage their theater managers to seek this co-operation with P. T. A.'s, and grant them special privileges?" asked the National chairman.

"That is true," answered the representative, without hesitation.



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COMING IN AUGUST

Can Character Be Taught?

by Barry Chalmers

Are we really teaching character, or just talking about it? That's a good question to stop and ask ourselves in the midst of our activities which are designed to develop the characters of our young people. This article answers it, as far as Boy Scouts are concerned and tells how and why this Scouting has worked in a practical way for a great many boys.

Consider the Youthful Shopper

by Ruth Bennett Dyer

Vacation time almost inevitably brings with it the little family shopping bouts, which all too often end in tears on the part of the children and frayed nerves for the parents. Mrs. Dyer has seen enough of these to be able to point out with humor the common mistakes and offer sane, sympathetic suggestions.

"But," interrupted one of the women members, "we went to him and asked him to help us."

"I understand," said the National chairman, "but I wanted to know whether statements concerning the advantages which are advertised in trade magazines to this effect were well founded. Do you want to continue with your plan?"

"IN the first place," continued the Motion Picture chairman of the council, "we knew that a large number of children were attending all of the theaters and that the quality of the pictures they were seeing was unwholesome, really very bad, for the most part."

"We decided to furnish them with at least one good program a week. We made arrangements to sell green tickets to the children. We are allowed ten cents on each twenty-five-cent ticket turned in at the theater."

"The thing that puzzles us is the small number of children who attend. It is increasing gradually. Don't you think so?" This question was addressed to the members of the committee and they nodded assent.

"How many children attend the special showing of the films?"

"At the last program there were 140," answered the council chairman. "We cannot understand why the parents do not cooperate better."

"Some parents provide other entertainment for their children Saturday morning. Others use it for music lessons, dental appointments, and necessary shopping. And some think it important to have the only free morning spent out of doors. How many children are there in this school?" questioned the National chairman.

"Seventeen hundred, and this is only one of the thirty schools in the city," answered the principal.

The National chairman turned to the chain theater representative and asked, "Do these Saturday morning programs pay?"

He shook his head and said, "Not in dollars and cents, but in good-will. The mothers think because their children have found a good show in our theater on Saturday morning that the other members of the family will go Saturday night, or sometime during the week. The family gets the habit of going to the Arco."

"Then it does increase the attendance at other times at your theater regardless of the type of program?"

"Very materially," answered the chain theater representative. "We consider it very valuable even though we mark off the Saturday morning show as a loss."

"Do you find that the children who go Saturday morning stay on for the following program that day?"

"Yes, that is the trouble. We can't put them out. Some of them bring their lunches and stay all day."

"Then they not only see the special program you have provided," pursued the National chairman, "but they stay to see the pictures from which your plan was meant to save them."

"That is quite true," said the theater representative, to the evident chagrin of the members of the committee.

"But," interrupted a woman member of the committee, "we try to get them to leave. The manager announces that the children's show is over. He can't put them out, of course."

"Do you think the same children attend the regular performances at other times during the week, or does the special program satisfy them?" asked the National chairman.

"They attend at all times whenever they can get the money to come. I should say the special programs do not make much difference," answered the theater representative. "They see the advertising and are curious."

"Then the programs have the advertising trailers with the special feature?" asked the National chairman.

"Yes," answered the theater representative. "We have to include them, but even if we did not, they would see the posters in the lobby and in front of the theater."

"Have you ever thought of keeping the children out of your regular shows if they attend the special Friday night or Saturday morning programs?" asked the National chairman.

"We surely do not try to keep them out even if we know the show is undesirable. That is up to the parents. You would be surprised to know how many parents would object if we tried to keep their children out of our theater. They want them to come and stay as long as they can to get their money's worth. They park them for the day and sometimes half the night."

A woman member of the committee spoke up and said, "The manager often tells us he wishes mothers would not use the theater as a nursery for their children."

"Managers have told me that, too," said the National chairman, "and I am telling mothers the same wherever I go, but I also notice the theater managers everywhere going after the children's trade with balloons, lollipops, birthday parties, potato matinees, kiddie revues, and every conceivable device to attract them. The actions of the theater managers speak louder than their words."

"All this, however, does not relieve parents from their responsibility for permitting six million children under seven years of age and eleven million

under fourteen years to be in motion picture theaters each week in this country. That is the estimate given in the Payne Fund Research.

"Have you anything further you wish to present before I make my comments and suggestions?" asked the National chairman. "I am, of course, not in accord with your plan."

"No, I think not," said the principal. "We want you to evaluate the program and I think perhaps you have done it with the questions you have asked. However, we are ready to have any other remarks. I only want to add that the committee has worked hard and has felt that the two representatives of the theater have been very helpful. We have all tried to do what we could to provide at least one good program a week."

"I AM satisfied that you have all tried, and have done your best with such a plan. But let us take just the evidence of the admissions made here. The neighborhood theaters could not furnish regular programs suitable for children because of the trade practices of having to buy pictures before they are made and having to take all or none from each company from which they buy. Therefore, you are encouraging children to leave their own neighborhoods, most of them unaccompanied, to attend a downtown theater."

"If you do away with block booking and contracting for pictures before they are made, you will bankrupt producers and run them out of business," interjected the theater representative heatedly.

"Why?" asked the principal.

"Because they do not make enough good pictures to keep the theaters open. They would have to make more good ones and fewer bad ones, or the good ones would each have to have a much longer run," added the theater representative.

"All of which would be to the advantage of the public," suggested the National chairman. "The National Congress' plan calls for new production, new distribution, and new exhibition. We are interested only in the welfare of children, not the profits of the men now in the industry."

"The plan you have been using is an old device suggested by the trade organizations of the motion picture producers and distributors. The trade organizations grant concessions to the theaters cooperating with P. T. A.'s, or with committees from other organizations. It does not pay in dollars and cents, the theater representative tells us, but it pays in the long run, for it brings the children and members of their families to other programs at other times. Special programs do not take the place of regular shows. They

merely provide another show for children. You have been responsible for encouraging them to go to another motion picture where they have seen the advertisements for coming attractions, and have stayed for the next show regardless of how unsuitable it may have been.

"You have spent all of your time and thought on one program a week for 140 children out of a population of perhaps 30,000 children under fourteen years of age in your city. One hundred and forty out of 1,700 in this building is immaterial when you consider that they, as well as others, are going to other programs in the Arco, and in all of the other theaters in the city, on Saturday as well as on other days of the week. You have not decreased but increased their attendance, even at the undesirable pictures.

"**NOW**, let us consider the Motion Picture Plan of the National Congress of Parents and Teachers. First, we must remember that education and child welfare are the purposes of your state and National Congresses. Second, according to the by-laws of both state and National Congresses no commercial enterprise is to be endorsed by them. Third, the resolution passed at last year's National Convention states, 'We protest blind buying and block booking of pictures and other trade practices. We shall work for federal legislation which will prevent the continuation of those practices and to secure a more careful selection and treatment of subject material used in the process of production.'

"The resolution passed at the Convention in Miami reaffirms our position with regard to federal motion picture legislation.

"Since both your state branch and the National Congress have accepted the Children's Charter which says, 'For every child a wholesome place to play,' our plan must be made all-inclusive—for every child a place to see suitable motion pictures is our goal.

"The National Plan suggests three major projects: first, to provide,

through boards of education, documented instructional films and film equipment to supplement the teacher and the text; second, to provide, through local boards responsible to the people, suitable motion pictures for regular entertainment for children and youth; and third, to support local legislation which may be necessary to secure the first two projects and to work for national legislation which will create a federal commission to supervise and regulate production, distribution, and exhibition of the motion pictures that enter interstate or foreign commerce.

"My suggestion to this committee, as to all Motion Picture committees interested in fundamentally sound procedure, is to organize a Motion Picture committee in each local unit, supply the members with facts concerning the influence of the present type of motion picture upon the attitudes, emotions, health, conduct, and character of youth, including the potential values of films for education, and proceed to secure through state and local boards of education selected and classified film libraries and motion picture equipment for every school building in the state.

"Your state has a remarkable visual education department and has gone far, if not farther than any other state in this country to insure the preparation of teachers to use motion pictures in schools for education and for recreation.

"Recreation, like education, is for welfare, not profit. Recreation, like education including motion pictures, should be under the direction of leaders of professional standing. Every church, school, and community auditorium should be utilized to provide regular and continuous programs of a great variety of recreation. Motion pictures should have their proportionate share of the time, but such pictures should be produced, distributed, and exhibited by really responsible citizens interested in youth, and also in the welfare of humanity. Nothing less than this is worthy of us."

CAN A GIRL'S BEST FRIEND BE HER MOTHER?

(Continued from page 9)

vacation, her younger son said, "Gee, Mum, you always come back looking so pretty!" While the older boy's comment was, "I guess a two weeks' vacation is a good idea, Mum, but don't make it any longer than that."

I am certain that the friendships which have developed in this family group are built upon such firm foundations of mutual respect and congeniality of interests that as the young people's circle widens, as it naturally will, this mother need have no fear of competition in the open market!

Just as children should give intelligence, wit, and fun to a friendship with their families, with their parents, so is it wise if parents do. As I look around me, I become increasingly aware of how very like in all instances is a parent-child friendship to any friendship. It is always a matter of giving and receiving. If a girl's best friend really is to be her mother it can only be because out of all the friends she knows, her mother combines more of the qualities of friendship which she needs than does any one else.



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Child's Age

LEARNING THROUGH FAILURE AND SUCCESS

(Continued from page 17)

later, if failure still comes, a hint of how to go at it. Just a hint—a start in the right direction and no more. Remember what joy it will bring him to have done this thing himself. The smaller the share we have in doing it the more he will learn.

And in learning to do things himself he is learning much more than the actual thing he does. He is learning to be independent, to stand on his own feet, to take care of himself, to respect himself, to be self-confident. These are valuable traits. We do not want our children to develop the "do it for me" habit. How easy it is for this to develop! "Swing me." "Help me." "You do it, I can't." Such an attitude is not a good preparation for life, and such an attitude means that the child is missing *right now* some of the most joyous experiences.

So let us not take things out of our children's hands. Let us give them opportunities to try, and fail, and finally succeed.



THE P. T. A. at Work

EDITED BY CLARICE WADE, 1201 16th Street, N. W., Washington, D. C.

P. T. A.'S AND PLAYGROUNDS

Wyoming

PARENT-TEACHER work in Evanston, Wyoming, is comparatively young. In fact, the three units have completed their third year of existence this school year. Although recently established, the organizations are robust and wide-awake. Every September, each of the trio of school service groups casts about for some worthy project, completion of which will constitute a major program for the current year. In 1934-35, the presidents of the high school P. T. A., the Hallock-Clark group, and the Brown Circle, together with the district superintendent of schools, decided to recommend the construction of a playground and athletic field.

The first step was to secure a suitable site for the proposed development. In order to avoid any possible sudden jump in land values, available tracts of land were quietly inspected and negotiations carried out through disinterested third parties to ascertain if terms could be arranged for options to purchase. The committee felt that it would be wise to secure purchase options on one or more suitable acreages and then go to the several groups with the purchase and improvement plans. In case the associations should reject the project, all that would be necessary would be to give up the options. A suitable ten-acre site just three blocks from the three largest schools of the district was secured on option, and the plans were unfolded before the October, 1934, meetings.

The response to the proposed undertaking was hearty. Once parents understood that a ten-acre playground and athletic field was within the reach of the community, not a dissenting vote was heard. The ten-acre field was purchased and deeded to the local school district. The plan included the use of relief labor for development and the soliciting of additional funds with which to purchase materials. To be eligible for relief labor paid by federal funds, it is necessary that the land being developed be owned or under the control of a taxing unit. Since the project included an athletic field for school children and due to other ties, it was decided to place the tract in the control of the board of school trustees. This move took the land off the tax list and cleared the way for an FERA work project.

The construction proper includes a turfed football gridiron inclosed by a quarter-mile track, a 50 by 120 foot concrete swimming pool, two hard-surfaced tennis courts, a wading pool for small children, several sets of playground apparatus, and during the month of April, a nine-hole golf course was added, partly on the original ten acres and partly on adjacent land. Since the playground is but three blocks from the high school, the junior high school, and two elementary schools, pupils can make good use of it for recess and physical education purposes. The land is sufficiently sloping that the grading for the football field and track will make a gentle gradient on which will be placed concrete bleachers.

The state extension landscape architect has promised to make a landscape drawing of the ten-acre tract, and a trained golf-course engineer is laying out the nine-hole course. Local highway engineers have enthusiastically contributed time and advice.

As matters now stand, the swimming pool is excavated and ready for concrete work. The football field is about half constructed. At the present rate of progress, it is felt that both of these units will be ready for use by August.

Many perplexing problems have arisen and more are in sight. Not a few townspeople scoffed at the possibilities of a swimming pool because of the great expense supposed to be involved. We expect to have boys and girls making use of it at an outlay of not more than two thousand dollars for the materials. It will probably be a number of years before the finishing touches are put on this project. However, we are headed in the right direction and getting nearer our goal each day. And the Evanston parent-teacher associations deserve all the credit for initiating and carrying through this splendid contribution to the health and leisure time of the children of the community.—FRANKLIN E. SHAW, *District Superintendent, Evanston, Wyoming.*

Washington

The Back-yard Playground Project, sponsored by the preschool division of the Seattle Council, is one of those rare combinations of ideas that form a perfect parent-teacher project. Credit for the original idea goes to Miss Helen Reynolds, primary supervisor of the Seattle public schools. The cred-

it for the success of the plan goes to the preschool division and the energetic leaders who recognize the many valuable features of this project.

Since 1929, when the Back-yard Playground Project was first attempted, the yearly entries have multiplied more than ten times. Success of the project can be seen in the list of yearly entries that follows: 1929, 300; 1930, 866; 1931, 2,254; 1932, 3,502.

Because of the fact that Seattle is not adequately equipped with playground space available to all children, and because of the dangers of children playing in the streets and vacant lots, this project is of inestimable value. A back-yard playground keeps children free from traffic hazards and the danger of playing in unprotected and unsupervised places.

The project this year opened on April 8 and continued until May 10 for entries. Judging took place between May 13 and 17. Rules governing entries were as follows: Yards were required to have one or more articles for recreation to amuse and keep the child in the yard; outdoor games and gardens planted and cared for by the children were eligible only when accompanied by play equipment. In all cases judging was based on the type, design, and cost of construction, as well as by its safety, originality, and practicability.

PARENTS, TEACHERS, CHILDREN WORK TOGETHER Pennsylvania

The New Britain Township P. T. A. had as its project last year "Beautification of School Grounds of the Township." Each teacher was urged to interest her pupils in making their school grounds as attractive as possible by grading and filling in the school campus, and planting trees, flowers, and shrubbery. The parents cooperated by donating various articles of shrubbery and giving assistance wherever it was needed. The project will be continued this spring.

Each year at the close of the school term, the association sponsors a Field Day in which all schools of the township participate. Children and parents gather at a central school where they enjoy games, stunts, and refreshments.

This year a hobby show will be an added feature of Field Day. The children will have on display various hobbies which they have followed in their leisure moments, both in and out of

school. The hobbies will consist of articles made by the use of tools, such as sewing, knitting, and woodwork; art work, such as drawing, painting, pen and ink work, and hammered metal; and collections of stamps, pictures, buttons, etc. Other things not in these groups may be entered in the hobby exhibition, but these are examples of what is expected. Prizes will be awarded for work according to age classification.

A harmonica band of approximately forty children has been organized in the township under the sponsorship of the P. T. A.—CAROLYN M. STOUT, *Publicity Chairman, New Britain Township P. T. A.*

A SUMMER ROUND-UP PROJECT

Alabama

Birmingham has completed plans for an intensive citywide Summer Round-Up campaign with a new organization of sectional and subdivision chairmen.

Under this new set-up, the city has been divided into four sections with co-chairmen for each section. This provides four co-chairmen for about ten schools, making a total of thirty-seven active Summer Round-Up chairmen in the city.

Meetings are being held in the various sections for the purpose of explaining the duties of the Summer Round-Up chairmen. As a part of this educational program, leading doctors and nurses of the city are lecturing and working in conjunction with the Health Department. The whole movement is designed to present the Summer Round-Up objectives to the public in order to make the parents conscious of their children's defects so that they may be remedied.

Birmingham has utilized some valuable publicity for putting this program effectively before the public. Attractively designed posters have been placed in downtown shop windows, thus attracting the attention of the general public. A number of local business organizations have decorated their windows carrying out some theme suggested by the city council of parent-teacher associations.

As an extra boost to the Summer Round-Up drive, large printed cards, advertising the campaign against children's defects, have been placed on the front of street cars in Birmingham.—MRS. ROY H. KNOX, *Summer Round-Up Chairman, Birmingham.*

SUMMER ROUND-UP FOR THE P. T. A.

Ohio

The *Ohio Parent-Teacher Bulletin* has adapted the Summer Round-Up idea of a thorough examination, applying it to the parent-teacher asso-

ciation, and giving the association an examination to discover remediable defects.

Some associations were found to have poor vision—seeing only the material needs, neglecting the greater work of bringing the school program to the home and the community; some were suffering from defective hearing—failing to hear the call of childhood needs in the United States at large, the need for protective laws, recreational privileges, and equal educational opportunities; some associations had enlarged tonsils—small cliques and petty bickerings clogging the circulation and permitting the indifference to grow; some of the leaders had defective teeth—ground off from gritting them when members fail to respond to discussions in meetings and then talk about the subject when the meeting is over; some associations had local infections—their efforts set so exclusively on the local situation that they fail to support state and National projects, to report activities or pay dues.

ESTABLISHING THE P. T. A. IN COUNTRY DISTRICTS

Texas

Rural Service is the newest department of work in the Texas Congress of Parents and Teachers. That Texas will stress the organization of rural school parent-teacher associations during the next two years, believing that the work is most important in rural areas, was announced at the twelfth annual spring conference of the Eighth District of the Texas Congress, which is comprised of 152 local units with a membership of 5,500. At present, Texas has few rural units in comparison with other states.

Texas wants to stress the use of local talent in the rural associations, believing that there is a wealth of talent in rural communities; the state Congress also desires to develop rural leadership through organization work. The aim, as expressed at the convention, is to have a P. T. A. in every school in order to secure intelligent home and school cooperation; to make parent education, formal and informal, available to every parent; and to educate public opinion to meet the home, school, and community needs of every child. Another goal is to have a free library available to every child in Texas, it being an institution, they feel, which helps a child to help himself.

The curriculum revision movement, an active issue in Texas now, is making an effort to provide the best possible educational opportunities for Texas boys and girls. It is thought that every child should have side trips along the educational ways to develop his own special interests while learn-

ing the things that every one else must know.—MRS. J. M. CRAIN, *State Publicity Chairman.*

FORGING AHEAD California

Los Angeles Tenth District, California Congress of Parents and Teachers, which is comprised of the Los Angeles city school district, has the largest membership of any parent-teacher district in the world. Of the 184,855 members in the California Congress, 61,671 are from Los Angeles Tenth District, this city organization having almost one-third of the membership of the state.

This is not surprising when one learns that parent-teacher work in California was started in Los Angeles in the latter part of the 1890's by mothers' clubs composed of kindergarten teachers and mothers. So successful were these that grade teachers and parents asked that the clubs be opened to include them. At a mass meeting in 1900, the Los Angeles Federation was organized, becoming later the California Congress.—MRS. R. T. GOODHUE, *State Publicity Chairman.*

A NEW WAY OF RAISING MONEY Indiana

The Fort Wayne Council of Parent-Teacher Associations, composed of units in twenty-five schools of the city, including three high schools and one vocational school, had for a number of years assumed the responsibility of providing for each dean a small sum each semester for the purpose of caring for emergencies which arise in the dean's office, or for extracurricular activities. This year, funds were raised through sponsoring a basketball tournament, in which the school teams competed.

Nearly 2,000 parent-teacher members and basketball fans attended the three games played by teams composed of last year's graduates under the direction of the present coaches. Between the games, vaudeville acts were presented by high school students, and music by the school band.—MRS. ROBERT SHANK, *State Publicity Chairman.*

A P. T. A. IN THE FAR NORTH Alaska

The Petersburg P. T. A. in the territory of Alaska has 150 members in a school which has an enrolment of three hundred and a teaching staff of fourteen.

The children of the school are very much interested in parent-teacher work. They assume the sponsorship of the meetings for a portion of the time during the year, and the membership drive is carried on by the grade school pupils. The room which

won the contest in the drive is given a prize of money. So far this has been used to purchase library books for their use.

The work of the Petersburg P. T. A. during the past year includes: hot lunches for the children of parents who are employed and yet cannot afford to provide hot meals at noon; milk for undernourished children; baskets to needy families at Christmas; lockers built into the gymnasium; and books and magazines purchased for the library.

There are now six parent-teacher associations in Alaska which pay dues direct to the National Congress.—IMPI AALTO, *Secretary, Petersburg P. T. A.*

PUSHING LEGISLATION

Vermont

Vermont has a woman's joint legislative committee which serves as a clearing house for organizations engaged in promoting, in Vermont, legislation of special interest to women and children, and prevents duplication of effort on measures concerning child welfare. When a measure has received the indorsement of three member organizations, a subcommittee is formed for study and work. All organizations in Vermont composed of women, or of women and men, are eligible for membership in the committee, which was organized in Burlington, January 2, 1923, with ten associations as charter members. Many excellent measures have been considered and worked for and the committee has been addressed by numerous state and national specialists.

Recently the parent-teacher association has been cooperating with the other organizations in the legislative committee on the study of the Educational Commission which stresses four points: equalization of funds, uniform supervision, adequate administration, and health.

Organizations comprising the women's joint legislative committee of Vermont are: Vermont Congress of Parents and Teachers, League of Women Voters, American Association of University Women, Federation of Women's Clubs, Council of Jewish Women, Children's Aid, State Nurses Association, Y. M. C. A., American Legion Auxiliary, King's Daughters, W. C. T. U., Conference of Social Work, State Teachers Association, and Association for the Blind.—MRS. F. DONALD CARPENTER, *State President.*

Publicity chairmen are urged to send to the editor of this department accounts of rewarding P. T. A. activities and projects which may be of interest and help to other local Congress units.

CONGRESS COMMENTS

Mrs. B. F. Langworthy, National President, will act as official representative of the Congress to the convention of the Hawaii Congress of Parents and Teachers in Honolulu, June 10-11, the biennial convention of the World Federation of Education Associations in Oxford, England, August 10-17, and the meeting of the International Federation of Home and School, to be held at the same time at Oxford.

"The Problem of Guidance" will be the subject of the parent-teacher section meeting, under the auspices of the National Congress of Parents and Teachers, at the annual convention of the National Education Association in Denver, Colorado, July 3.

Mrs. B. F. Langworthy spoke on "Radio Broadcasting and the American Home" at the sixth annual Institute for Education by Radio combined with the fifth annual assembly of the National Advisory Council on Radio in Education, in Columbus, Ohio, May 7.

A number of state and National Congress officials visited the National Office in Washington en route to Miami to attend the National Convention, among whom were Mrs. Hugh Bradford, president of the Child Welfare Company, and Budget chairman of the Congress; Mrs. E. C. Mason, editor of the NATIONAL PARENT-TEACHER MAGAZINE, and Mr. E. C. Mason, chairman of the Endowment Fund; Mrs. Frederick M. Hosmer, National chairman of Publications; Mrs. Simon S. Lapham, National Treasurer; Mrs. Fred M. Raymond, acting chairman of Founders Day; Mrs. Francis Blake, New York state president; Mrs. Percy F. Powell, Nebraska president; Mrs. Robert F. Crosby, New Hampshire president; and Mrs. William Kletzer, Oregon president.

Mrs. O. A. Weller, president of the Denver, Colorado, County Council, also visited the National Office en route to Miami.

Miss Frances S. Hays, Information Secretary of the National Congress of Parents and Teachers, will be in Durham, New Hampshire, from August 12 to 17, where she will conduct an institute in cooperation with Farm and Home Week. From there, she will turn southward to North Carolina to assist with the summer institute at the University of North Carolina at Chapel Hill, August 19-25.

Mrs. M. D. Wilkinson, chairman of the NATIONAL PARENT-TEACHER MAGAZINE, conducted a parent-teacher course at Butler College, Marshall, Texas, from April 15 to 19, and attended the Georgia state convention April 22 to 24, en route to the Miami Convention.

A course in parent education and the parent-teacher movement will be of-

fered at the University of Wyoming during the coming summer.

W. C. Reusser, professor of education of the state university, says in announcing the course: "I feel that such a course would aid greatly in the training of leadership and in making available bibliographies and outlines for study courses for use throughout the year."

At the request of the Joint Committee of the National Education Association and the National Congress of Parents and Teachers and in an effort to meet the insistent demand for material for the use of high school parent-teacher associations, a committee has been appointed by Mrs. B. F. Langworthy for the purpose of "evolving a philosophy for the high school parent-teacher associations." Superintendent Harry L. Langworthy is chairman of the committee which consists of Dean Jessie Coope, Mrs. Inez J. Lewis, Mr. E. E. McMillan, Dean Genevieve Johnson, Dean Myrta Porter, Mrs. Charles Pye, and Mr. John T. Webner.

The parent-teacher section of the Inland Empire Education Association in Spokane, Washington, on April 3 had as speakers Mr. Willard E. Givens, Secretary of the National Education Association, Mrs. M. D. Wilkinson, chairman, the NATIONAL PARENT-TEACHER MAGAZINE, Mrs. John E. Hayes, Idaho Congress president, Mrs. William V. Beers, Montana Congress president, and Mrs. Charles E. Roe, Field Secretary of the National Congress.

Miss Alice Sowers, Parent Education Specialist, has prepared a directed parent education reading course for the Extension Division of the University of Virginia. Public libraries throughout the state will be asked to have on hand the books included on the list.

Mrs. Ruth Pell Miller, president of the West Virginia Congress of Parents and Teachers, has had conferred upon her an honorary membership in the Kappa Delta Pi society by the Phi Chapter of Marshall College, Huntington, West Virginia, because of her contribution to education through parent-teacher work. Mrs. Miller has during the past year nearly doubled the membership in her state.

Mrs. James Fitts Hill, President of the Alabama Branch of the National Congress of Parents and Teachers, was recently appointed, by Governor Bibb Graves, a member of the Board of Trustees of Alabama College, for a term ending in 1947. Alabama College, located at Montevallo, is maintained by the State for the higher education of young women.

The 1936 National Convention will be held in Milwaukee, Wisconsin, May 11 to 15. This city was chosen by the Executive Committee after careful consideration of railroad facilities, geographical location, length of time since the Convention was last held in each region, and the convention facilities offered by the following cities which also issued invitations: Cincinnati, Richmond, and Detroit.

Rapid City, South Dakota, was chosen as the city for the semi-annual meeting of the National Board of Managers, September 17 to 19.

BOOKSHELF

by
WINNIFRED KING RUGG

FLORENCE BROWN SHERBON describes the aim of her substantial and comprehensive book, *THE CHILD: HIS ORIGIN, DEVELOPMENT AND CARE* (New York: McGraw-Hill, \$3.50), in these words: "The purpose of this text is to try to give to you, parent or student, the vocabulary and basic scientific insight necessary to read the modern child-development literature understandingly and to enable you to see the place of the child in the modern world."

Dr. Sherbon, who teaches child care and development to classes of young women in the University of Kansas, urges all her readers, whether students or parents, to read the whole book through first, before stopping to ponder on each separate chapter. Thus readers will be led to regard the child as a unit, though the several sides of his nature and the contributions made to his welfare by the sciences of chemistry, genetics, biology, physiology, psychology, and education are dealt with in separate chapters. The child's full development in his interlacing, interdependent aspects as a physical, emotional, intelligent social being is the goal.

The book was planned for classroom use, but is also adapted for the guidance of advanced students under trained leadership. The technical content is made easier for the lay reader by the explicitness and simplicity of the language and by numerous illustrations. In spite of its 700 pages, the author warns parents that her book merely provides them with an introduction to a lifelong course of study. Truly the art of child rearing is long, and the time for acquiring it too short.

FROM THE SOCIAL ANGLE

There seems to be no end to the writing of books on sex education, some of them controversial and many of them contradictory. One of the sanest, clearest, and certainly one of the best written of the books on this subject is Winifred V. Richmond's *AN INTRODUCTION TO SEX EDUCATION* (New York: Farrar & Rinehart, \$2.50). This is entirely for adults, and like many treatises of the kind goes thoroughly into the history of sex in primitive society and in the earlier

periods of civilization. The particular difference in Dr. Richmond's method of dealing with her subject lies in the blending of scholarliness with a practical, modern, non-academic point of view, and in the unusually clear and forceful quality of her style. The emphasis throughout is on sex as a social factor.

AN AID TO DISCUSSIONS

Dr. George K. Pratt is the author of a monograph entitled *THREE FAMILY NARRATIVES FOR USE IN PARENT EDUCATION GROUPS* (New York: National Council of Parent Education). This may be obtained with introductory discussion on problems of study group leadership, for 75 cents; or without the introduction, at 50 cents for single copies, 35 cents for five to nine copies, 25 cents for ten or more copies.

Dr. Pratt has observed that it is difficult to get the members of parent education groups to be wholly frank

and help parents to approach problems more impersonally. The narratives are concerned with a girl who thinks her mother nags, a mother who worries because her daughter is careless, a father who wants peace at any price, a boy who thinks he is grown up, and a girl who is supersensitive. Certainly these sound like real situations.

A NEW IDEA

The first issue of a pictorial magazine called *BUILDING AMERICA*, for the use of junior and senior high school students and adults, has appeared under the editorship of Dr. James E. Mendenhall (New York: Society for Curriculum Study and Lincoln School of Teachers College, Columbia University. Single subscription, \$1.50, single copies, 25 cents. Reduced rates for ten or more subscriptions or single copies sent to the same address).

The publication, which is planned to aid in understanding significant and current social-economic problems confronting our country, makes major use of photographs, maps, charts, and graphs. Three-quarters of the content is pictorial, one-quarter reading matter. It is a cooperative, noncommercial project of the Society for Curriculum Study.

The subject of the issue at hand is housing. There are nearly sixty illustrations, with reproductions of photographs of city and rural homes, early housing in America, the best and the worst homes, and model communities. With each issue goes a teachers' guide for the use of the magazine in the classroom.

A SET FOR ALL

Further volumes of *CHILDCRAFT* (Chicago: W. F. Quarrie) corroborate the impression gained from a view of the initial volume—that it is a compilation of special worth and beauty. *CHILDCRAFT* is published in two sets. One consists of three anthology volumes for children, plus three volumes for parents; the other of the three volumes for children, plus three volumes for teachers. With each set goes a "Guide," the *Childcraft Art Book* (most attractive and stimulating), and a monthly bulletin service for one



"I will work for the state, dragheya, but in my own way."

and natural in discussion periods. His fictitious narratives about some definite family problems are intended to be used as a basis for discussion, in order to create the right atmosphere

year; also, for teachers and schools, a three-year research privilege.

Among valuable chapters in the volume called *The Child at Home*, for parents, is one on right and wrong kinds of affection, by Grace Langdon, and one on sex in the young child's life, by Newell W. Edson. In the volume for teachers called *Teachers' Problems*, is an article on the child who is different, by Elise H. Martens. These are outstandingly good. (Pre-publication price, parents' series, \$36.90; teachers' series, \$37.90.)

BOOKS FOR YOUNG PEOPLE

Few writers have as able a gift as Helen Eggleston Haskell for combining information with a good story. This she has shown herself capable of doing with her *Katrinka* books, stories of Russia since the revolution, and the latest of these, *PEGGY KEEPS HOUSE* (New York: Dutton, \$2), is no exception. This particular story tells about Peggy Likorenko, child of an American mother and a Russian father, and her experiences as a bride in Soviet Russia. Peggy, who had lived most of her life in America, married Katrinka's brother Peter and had to learn to adapt herself to the ways of New Russia. Mrs. Haskell's attitude is sufficiently sympathetic toward all her characters, whether they represent America, Old Russia, or the Soviet

Republic, and yet sufficiently detached to be fair. The book is for girls in their early teens.

The wild life described in Lucile Q. Mann's *FROM JUNGLE TO ZOO* (New York: Dodd, Mead, \$2) is not the kind a young person is likely to meet in his vacation outings except when he takes a trip to the zoological garden, but the book has an outdoor atmosphere that fits the summer season. Mrs. Mann is the wife of a well-known naturalist and has accompanied her husband on many of the expeditions he has made for the purpose of collecting animals for exhibits. The first illustration in the book is from a photograph of Mrs. Mann cheerfully holding a snake in her arms. Other more or less transient guests in her household were a kinkajou, a potto (these sound like something out of "The Jabberwock"!) and a wart-hog, or more correctly speaking, a wart-piglet, not to mention lizards, turtles, love birds, guppies, and several monkeys. Mrs. Mann's way of describing these and other animals is always vivacious.

William Clayton Pryor, author of *The Train Book*, *The Fire-Engine Book*, and *The Steamship Book*, has followed these photographic picture books with another in the same style called *THE AIRPLANE BOOK* (New York: Harcourt, Brace, \$1). With the collaboration of Helen Sloman Pryor and the cooperation of airway officials and employees, Mr. Pryor has produced a work that responds to the aviation interest felt by most children. The book is built around a brief text about Martha and Bill and their air-pilot uncle, but chiefly it consists of fine full-page illustrations from photographs.

BOOKS IN BRIEF

SHEPHERDESS OF SHEEP, by Noel Streatfeild (New York: Reynal and Hitchcock, \$2). An English story about a young governess who gave fourteen years of her life to the Lane children. Among other problems it includes that of the rights of the normal children in a family, versus those of the handicapped child.

GUIDING THE ADOLESCENT, by D. A. Thom (Washington: United States Department of Labor, Children's Bureau, 10 cents). A pamphlet written by an experienced student of the problems of children and growing boys and girls. Succinctly and authoritatively the author discusses parent-child relationships in this modern world.

HELPS FOR PROGRAM MAKERS, compiled by Elizabeth Gillette Henry (Chicago: American Library Association, 75 cents). Intended for the use of club women in general, it has particular value for parent-teacher program makers who have access to the files of the *NATIONAL PARENT-TEACHER MAGAZINE*. In the classified list of subjects for programs there are more than thirty references to the magazine and forty-six to Congress publications.

Stamp of Merit

The appearance of an advertisement in the *NATIONAL PARENT-TEACHER MAGAZINE* is in itself a stamp of merit. In accepting advertising the *NATIONAL PARENT-TEACHER MAGAZINE* considers the reliability of the product, the reputation of the firm advertising, and the appropriateness of its appeal to the readers. If there is the slightest doubt about any product or company a careful investigation is made before the advertisement is accepted.

We want our readers to feel they can rely with confidence upon the entire contents of the magazine including the advertising.

Listed below are the firms advertising in this issue. While every precaution is taken to insure accuracy, we cannot guarantee against the possibility of an occasional change or omission in the preparation of this index.

American Can Company	2nd Cover
Calvert School	43
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W. K. Kellogg of Battle Creek	3rd Cover
Lever Brothers Company	4th Cover
Parke, Davis & Company	25



As he skated, he sang. Illustrations from *Peggy Keeps House*, by Helen Haskell.